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PROCEEDINGS

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**INTERNATIONAL CONFERENCE ON
LANGUAGE, EDUCATION & SOCIAL SCIENCES**

"Advancing ELT Quality through Asia & Indonesia TESOL"

December 7th, 2019

INTERNATIONAL CONFERENCE ON LANGUAGE,
EDUCATION & SOCIAL SCIENCES

PROCEEDINGS

“Advancing ELT Quality through Asia & Indonesia TESOL”

Swiss-Belinn Kristal Hotel, Kupang
07th December, 2019



Satya Wacana University Press
2019

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Universitas Satya Wacana
Jl. Diponegoro 52 - 60 Salatiga
Telp. (0298) 321212 Ext. 1229, Fax. (0298) 311995
Email: satyawacanapress@adm.uksw.edu

FOREWORD

Nowadays, many people are interested in finding ways to explore their knowledge in all fields of study, the interest that used to be owned only by researchers, experts as well as authors. This has been viewed as a great advance in the body of knowledge itself. Both practitioners and experts walk hand in hand in trying to develop the content knowledge by identifying new information and problems as well as solutions to deal with. This has been shown by a great number of research in many areas.

Post-Graduate and Under-Graduate Programs of English Department of Nusa Cendana University have also taken part in the advancement of knowledge through various activities, and this *International Conference On Language, Education & Social Sciences (ICLESS) 2019* is one of them.

This conference addresses the theme of “*Advancing ELT Quality through Asia & Indonesia TESOL*” to look at in a big frame. This theme reflects several issues relate to not only English Language Teaching and Learning in Asia in general, and in Indonesia in particular, but also other disciplines as covered in the conference name, to include the wide range of expertise, such as, Education, Linguistics, and Social Sciences.

It is believed that many great ideas, thoughts, and research findings will be interestingly revealed in this academic forum. Considering this fact, the committees have decided to publish all submitted articles to help readers to enthusiastically engage in the articles (i.e., read, comment on, and share with others). This proceeding is produced as the outcome of this conference. It is highly expected that this publication can be a useful source of information for those who are seeking for related references.

Finally, on behalf of the organizing committee, I would like to thank all the presenters and writers for their contribution in sharing their expertise and experience in this valuable academic occasion. My sincere gratitude also goes to all participants who have decided to participate and make this conference such a huge success, as well as to Rector of Satya Wacana Christian University, Salatiga and staff who have helped the committee in publishing the conference proceedings.

Let me wish you a very fruitful conference. Hope you can find it useful and stimulating.

Kupang, December 2019
Chairman

Santri E. P. Djahimo

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Horacio Da Costa Guterres Cabral

ENGLISH LANGUAGE TEACHING

**TEACHER PROFESSION EDUCATION CALLED “PPG”:
A CRITICAL LOOK AT HOW IT GOES WITH THE ISSUES OF SLTE
BY JACK C. RICHARDS**

Agustinus Semiun¹⁾, Dewi I. N. Bili Bora²⁾, Santri E. P. Djahimo³⁾
Corresponding Author: Santri E. P. Djahimo (sunthree_dj@yahoo.com)
English Department, Nusa Cendana University, Kupang, Indonesia

ABSTRACT

The present article discusses about empowering EFL prospective teachers termed “Pendidikan Profesi Guru” (PPG). It is a program of Indonesian government held by University of Nusa Cendana (Undana). The participants are S1 graduates of English study program from universities in east Indonesia and the istructors or advisors are senior lecturers of English Study program of Faculty of Teacher Training and Educational Sciences or Fakultas Keguruan dan Ilmu Pendidikan (FKIP) of University of Nusa Cendana (Undana) Kupang Indonesia. The aim of the program is to provide professional English teachers before they are recruited to teach in governmental schools in Indonesia. Since the present article is not a research report, even though the article is based on observation, the aim is to discuss how the PPG program implementation goes with the issues about Second Language Teacher Education (SLTE) by Jack C. Richards’ in Jacobs (1997). So it is a kind of a critical look at how the PPG program is really providing professional EFL teachers with issues including: general teaching skills, language proficiency, subject-matter knowledge, pedagogical reasoning and decision-making, and personal theory of teaching. The paper recommends to revise the content course for classroom instruction of the PPG program making use the issues of SLTE by Jack C. Richards.

Keywords: *Teacher Profession Education, Critical Look, SLTE*

INTRODUCTION

Teaching English as a foreign language at schools in *Nusa Tenggara Timur* (NTT) province, so far has not achieved satisfied success, although on one side so many have great interest to use, if not to master, English for any purposes. It seems that learning English at schools is not the only way to know English. There are certain other ways, even though it is expensive, to be capable even proficient in English.

An English Language Teaching Assistance (ELTA) held in Nusa Cendana University until now and English course for TOEFL test for example, are ways to know even to master English by the society. There are also many other English courses run by informal institutions for any purposes. These all are the indications of high interest of the society to learn to know English in NTT province.

The high interest of the society can also be seen as a dissatisfaction of teaching English by EFL teachers at junior and senior schools even in high institutions in NTT. Meaning, they are not well prepared to directly continue higher studies overseas or any jobs where English is used to communicate. Hamied in Jacobs (1997:67-77), based on two surveys by Huda (1990) and the other one by Hamied (1993) himself mentions a number of factors, one of which is teacher factor. The surveys recommend that “teacher factor still needs special consideration in bringing about better language classrooms for the future”. Similarly, Semiun (2009) has reported dissatisfied use of English as a medium of instruction by the EFL teachers spreading over senior high schools in West Timor Island. Then a study by Semiun, et al. (2011) reports

also many factors causing the failure of teaching subjects to be nationally examined to grade three high school students, including English subject matter at schools in regency of Manggarai Flores island Indonesia.

Teacher factor has proportionally caused the failure of students in national examination until now, particularly in NTT. Such factor has made schools of NTT province to always achieve the lowest rank compared to those of other provinces. However, this means that teacher factor is not the only factor but there are still many others if we look at the whole process of teaching and learning at schools.

Theoretically as well as practically only the teacher factor can be empowered to be more capable in the teaching profession, meanwhile other factors like facilities are only a matter of finance, and school management is only a matter of leadership. The implementation of PPG by government is seen as a strategy to provide professional teachers that can be done in a certain limit of time, that is one year, with a certain amount of budget.

Based on the very simple and general view of how education, especially English education, practiced in schools in NTT in particular, this paper focuses on (1) how PPG is implemented in Undana, and (2) how it is goes with the concept or issues of English Language Teaching Education proposed by *Jack C. Richards* as presented in Jacobs (1997).

General look at teacher profession education in NTT

The teacher factor presented above was also observed by the writer when joining a kind of education called *Pendidikan Profesi Guru* (PPG) be awarded professional teacher certificates. The certificates are used as a requirement they complete when they apply for state or official teachers to teach in state schools.

The PPG program is designed for one year. The participants are believed to have been professional in only one year. The one year process is designed for two big activities, classroom instructions for the first six months, and field teaching practice for the next six months.

For the first six months, the participants are instructed how to prepare syllabus and lesson plans, the jobs usually done by the practicing ELF teachers of junior (SLTP) and senior (SLTA) schools, before the participants are asked to accomplish the syllabus and lesson plans in teams as assignments for evaluation. Besides, they are also instructed how to write a classroom action research and submit a research proposal at the end of the first six months. This is a new concept of ELF teachers nowadays, that teachers should be capable not only in teaching but also in doing research. The syllabus, lesson plans and the research proposal they prepared are presented in the classroom before they hand them to the instructors for evaluation at the end end of the first six months.

For the next six months the participants are distributed in several schools (junior or senior school) to real teaching practice. Two to three participants are doing their practice in a school (junior or senior) advised by two advisors, a senior practicing teacher in the school and a senior lecturer. In the schools, the participants are teaching English according to the school schedule under the guidance and advice of the advisors. Each of them should prepare lesson plans based on the available syllabus. It is also a rule that both advisors, the practicing teacher and the lecturer must join the teaching practice of each participants under their control to give inputs for them for improvement. The final teaching practice is planned to do teaching

practice examination for the second evaluation. A participant is decided pass for certificate award based on the two evaluation scores, classroom instruction and field teaching practice accumulated from the advisors.

However, the scores do not mean that they pass or fail the PPG program. After they have done their teaching practice they prepare themselves for final examination provided by the government. The examination materials are about English not about what they have done during the classroom instructions or in their teaching practice. One is awarded certificate if he or she passes the examination.

That is the very brief description of how PPG is implemented in Undana. The main points to highlight are: (1) there is no English instructions and examination on English (structures, reading, listening, and writing) given during the process of PPG, meaning the participants improve their English by themselves; (2) the examination for certificate acceptance is English not about what they got during classroom instructions or during teaching practice; (3) one is decided pass and get certificate if he or she passes the examination, and (4) the PPG program implemented can be doubtful to be as a strategy to prepare and provide tomorrow's professional teachers.

Issues of SLTE and critical look at preparing ELF teachers through PPG

The issues discussed here includes general teaching skills, language proficiency, subject-matter knowledge, pedagogical reasoning and decision-making, and personal theory of teaching, to presented next.

1. General teaching skills

A teacher of English according to Richard should have been professional in general skills for teaching. He mentions at least ten general teaching skills: (1) selecting learning activities, (2) preparing students for new learning, (3) presenting learning activities, (4) asking questions, (5) conducting drills, (6) checking students' understanding, (7) providing opportunities for practice of new items, (8) monitoring students' learning, (9) giving feedback on students' learning, and (10) reviewing and re-teaching when necessary. In short, the skills mentioned above are the issues dealing with the job of teachers in terms of preparing lesson plan in the class meetings.

Preparing teaching is the job of a teacher, even of an expert one, to guide the teaching process. Many teachers, many times, still forget the sequent activities they have prepared when they are in the classroom; being not preparing the activities is becoming more serious danger. A teacher for example, may be good in selecting relevant learning activities, but very bad in asking questions, conducting drills, or giving feedbacks. Thus, preparing a lesson plan before teaching helps minimize problem factors appearing during the classroom teaching and learning on one side, and to make the classroom learning process meaningful and so to reach learning achievement on the other.

Next, there is at least two implications in terms of mastering the general skills by EFL teachers. The first, it is emphasized that teaching skills deals more with preparing activities to teach language skills, grammar, and vocabulary rather than to teach content courses, since no need to do drills or other practices in content courses. The other one is that, a teacher or a student teacher needs special practices. They need to be well trained to do real actions.

Getting well trained by doing practices, an EFL teacher is like an artist, a singer or actor/actress. An artist needs to practice coreography and mimic before he or she comes up to a stage for real performance. He or she should have been able to automatically move here and there or forward or backward when acting. He or she should have known when to start and stop singing, when to drag voice, and so on. The same case happens to a teacher of English. He or she should have been known what and when to initiate talking, when to ask questions, and when to give feedbacks to students' responses, when to check understanding, and so on, before he enters classrooms. This is very important in non-native English context like in NTT where the teachers do not learn English to teach like those in native countries on one side, and most if not all, are not inherited to teach, as not all people are inherited to sing like an artist in a stage. If that is the case, I doubt the teachers of English with academically unsatisfied capability in teaching skills can teach English, not to mention with communicative competencies recommended in the curriculum.

Based on my observation when getting involved as instructor and advisor in field teaching practice of the participants, almost all of the participants never performed such language skills. They used Indonesian rather than English for most of the time in the classroom. The exercises they gave to students were not followed by for example checking students' understanding and giving feedbacks. Whereas, such skills are ways to prepare exposure for input process on the part of the students.

In short, the teaching process performed have not come to what the so called meaningful learning in communicative approach. The question is on the profile of EFL teachers of tomorrow, particularly those of teaching English in junior and senior high schools in NTT province. To close the process of empowering prospective EFL teachers through PPG program cannot guarantee the aim achievement, that is improving their teaching skills.

2. Language proficiency

In short, language proficiency refers to using language for any purposes during interactions as native-like proficiency by Stern (1984:341). A teacher in the classroom does not have to think again what grammar or words of his sentences to utter. In classroom teaching context, this deals more specifically with his or her listening and speaking skills. Back to an illustration, the question is, how can an artist sing well and impressively if he has not been in a habit to sing professionally? The same case in Indonesian context is, how can an English teacher be proficient if he or she always uses more Indonesian to teach English? This is very common to both practicing and prospective teachers in Indonesia not to mention in NTT province. Take for example of my observation (experience) during advising practicing teachers who did experience peer teaching during PPG program. None of them showed good English language proficiency. The same case had also been performed by prospective teachers of English Language Study Program of Teacher Training Faculty of Nusa Cendana University, based on the writer's observation during teaching practice at schools in Kupang.

Considering English language proficiency is important for teachers to teach English, Richards says, "language proficiency and communicative ability in the target language is a necessary prerequisite for a language teacher". In this conjunction the writer would like to emphasize the importance of being in a habit for using English for any purposes during classroom teaching, that in turn helps improve a teacher's English language skills. Mastering language skills as well as language components therefore, is a compulsory choice for English language teachers to help being proficient in English use during classroom teaching, but in balance with language teaching skills previously discussed.

Relating this comment to what happens in the world of EFL, the writer agrees with Richards arguing that language proficiency and communicative ability is a serious issue in many Second Language Teaching Education (SLTE) programs because most of EFL teachers in the world are not native teachers. If communication capability is essential for teachers' proficiency, what they should have mastered is English language skills, rules, and vocabulary. Adequate language skills, speaking in particular, is observable only in how good and successful such learning activities in selecting learning activities is actualized during classroom teaching.

To close this, the PPG program implemented in Undana, based on instruction materials is not an effective way to prepare and provide professional EFL teachers in schools in NTT. This also means that schools in NTT province fail to graduate their students satisfactorily.

3. Subject-matter knowledge

Subject-matter knowledge is also important for teachers in all areas of study to have mastered before they hold jobs as teachers. In terms of this, Richards wants the EFL teachers to have known the concepts and theories related to language and language teaching skills. Richards elaborated them into (1) phonetics and phonology, (2) English syntax, (3) second language acquisition, (4) curriculum and syllabus design, (5) discourse analysis, (6) sociolinguistics, (8) analysis of TESOL methods, and (9) testing and evaluation. Simply to say that a teacher of English for example should have known how to pronounce English words correctly in terms of stress and intonation, how to make and utter sentences grammatically correct, how to design teaching preparation, how to use language contextually correctly, and how to test students' learning achievement for feedbacks. Having mastered these is important for the EFL teachers. The phonetics (and phonology) and English syntax in particular, are considered important subject-matter knowledge when associating with first language of the non-native English teachers. This highlights the importance of linguistic knowledge to teach English. How can a motorcycle moves if no oil lubricates the machine, and how can a teacher can teach English if he or she does not have knowledge about English linguistics.

The question is on how EFL teachers perform their satisfactory language proficiency through teaching activities, and how they can do improvisation if they know nothing about the subject-matter knowledge mentioned. The subject-matter knowledge and language proficiency as well as basic teaching skills are mutually contributive, therefore, must be in balance mastered by the EFL teachers to perform satisfactorily in English language teaching. In terms of these subject-matter knowledge, as cited in Richards and Hino (1983), Diller says:

The professional teacher of English as a Second Language needs pedagogical training to be a teacher, and academic training in English language and linguistics to be a professional in our field. But of the two, there is certain priority for English language and linguistics, for a decision on the nature of language and on the psycholinguistic mechanism of language acquisition will determine to a large extent our decision on the principles and methods of teaching.

Realizing the subject-matters and what Diller says, the writer would like to suggest that the teaching of content courses at Strata One (S1) program should be directed to English language teaching and learning. When teaching syntax for example, the lecturer should relate it to teaching grammar; teaching discourse analysis to teaching cohesives in how to link words within sentences and to link sentence to sentence in terms of grammatical ties

including references, ellipses, substitutions, and conjunctions. In short, the lecturers in English language education program should prepare the students, the teachers of tomorrow, with competencies required to teach English to students in schools.

4. Pedagogical reasoning and decision-making

Under this topic Richards wants the teachers to have good thinking and reasoning they employ when they are preparing teaching plan and real teaching. What the teachers are supposed to do before coming to classroom as meant by this point, is questioning about the reasons or aims of their preparation or lesson plans in terms of activities they are going to perform in the classroom. For example, the teachers should know the purpose of grouping the students, the purpose of asking questions, giving feedback, and checking understanding of the students. So when they come to teach they are confident already for what they are saying to motivate classroom interaction to happen and for the way they manage physical activities such as grouping the students into peer or more in order to create learning community during the class meetings. Preparing lesson plans and putting them in practice in the classroom as meant by this sub topic certainly will result with successful and meaningful teaching and learning performance on the part of the teachers.

Relating this to the practice of teaching by EFL teachers, particularly, in NTT province, the writer can conclude that so far, the teaching of English has not been showing meaningful classroom language learning on the part of the students, and language teaching on the part of teachers. Based on the observation on what the teachers perform during the PPG program or teaching practices of the student teachers during PPL in schools in Kupang, it can be concluded that the teachers still fail to make the classroom teaching and learning meaningful due to problem of pedagogical reasoning and decision making. Seemingly the teachers have not realized why they are strongly required to do preparations for teaching. In other words, making lesson plans is not meaningful for them. They do it just because they are ordered to avoid losing face before their supervisors from official government coming to monitor. This was also observed during the peer teaching practice in the PPG program. They forgot, if not to say do not know, the sequence of teaching activities when they got turn to practice teaching in front of their peers. They even did not check understanding before they come to close or end the teaching practice. Such kind of teaching practice in real teaching is a serious problem, and it is an important case for the lecturers particularly those who are teaching TEFL subject at English studies program in teachers training faculties, in how to prepare the English language student teachers, the teachers of English in the future.

5. Personal Theory of Teaching

This deals with being a professional teacher. A teacher is called professional if he or she is also able to create a personal theory. This is in accord with Putorak's idea as cited by Richards in Jacob (1997) stating that, "teaching is also a highly personal and individual activity. ... as teachers develop in their skill, awareness, and knowledge as teachers, they move from a level of what has been termed "technical rationality".

What to expect from this perspective is that the teachers are leading themselves to being able to develop their own theories of teaching. A point to underline is that the personal theory of teaching is a part of important capability for teachers to have, although it is quite idealistic since it is only for those who are willing to become professional teachers, or those who are inborn for becoming teachers.

In line with the Putorak's idea, Diem (1998) claims that *self-concept* factor of a teacher positively contributes much to effective teaching and learning. Teachers as such according to him can practice their own theory based on the experience not because of being recommended by any expert. In other words, they can design their own about how to teach any topics based on what they have learned from their own experience. Teaching English based on experiences is actually the implementation of a theory called *personal theory of teaching* proposed by Richards (Jacobs 1997: 195-229), emphasizing on "teaching as improvisational performance" or "an art-craft conception of teaching". The ability to create improvisation is only happening only if teachers can do *critical reflection* and *self-assessment* on all experiences.

The personal theory is also in line with what Zahorick (1986) says, that experienced teachers need not be motivated to look for and master teaching methods proposed by any teaching experts but constantly create new methods that is proper to be applied in the classrooms while discarding old ways that failed to gain learning achievement. Based on this, it can be argued that an experienced EFL teacher can create his own method only if he can analyze and identify "what's wrong" he has done through his serious self-reflection.

The writer of this paper optimistically says that the PPG participants particularly of NTT province are not very sure whether they are able to create their own teaching methods. Based on my own observation during advising peer teaching practice in PPG program, almost none of them showed any creativeness to make their teaching successful except their power points to present using LCD. It is a big question therefore, whether the PPG participants will be the teachers of those who can create their own personal theory of EFL teaching to make EFL classroom teaching always successful.

To close this section, it is seriously suggested to related institutions like "Dinas PK" under the control of Indonesia's Education Ministry to concern about preparing and providing professional teachers, particularly of EFL teachers by thinking an effective mechanism for professional prospective teachers.

CLOSING REMARKS

Becoming a teacher of English is not that easy as it sounds. He or she should have met essential prerequisites in terms of mainly five content issues by Jack C. Richards discussed above. The EFL teachers cannot believe only on theories or concepts of language teaching and learning, methods or strategies of EFL teaching. They are expected to develop their own teaching method rather than apply those of the experts. This is a good point to remind that no language teaching method goes with different contexts. In short, an EFL teacher should have internalized what is meant by content issues discussed in the front. It is strongly highlighted therefore that the content issues by Jack C. Richards needs to be spread over the whole teachers particularly, of countries where English is taught as foreign language. This article is expected to help spread over the content issues to minimise if not to overcome teacher factor in the teaching of English as foreign language in NTT province in particular.

Realizing that being a teacher of English is not that easy as it sounds, I would like teacher training faculties in universities to have strict regulation in terms of standard entry university recruitment as well as standard process implementation. Then, in terms of teaching skills, the micro-teaching or teaching practice unit called "Unit PPL" (Praktek Pengalaman Lapangan) or field teaching practice for student teachers of Nusa Cendana university needs revising, aiming at future profiles of EFL teachers.

The teaching job of the EFL teachers needs to be controlled and improved from time to time to prepare new generations with satisfied English competencies for their great future, particularly in answering the era of ASEAN free market called MEA (Semiun 2014). So for better practicing teachers from time to time in particular, the people in charge in government education service called “Dinas PK” including teacher supervisors or “pengawas” should be those that know well what the job of teachers really is, as well as what the teachers really need that contributes to the standard implementation of classroom teaching.

Finally, the PPG Program implemented in Undana for over four years fail in empowering to prepare and provide professional teachers of tomorrows. It is suggested therefore, to revise the classroom instruction content course, stressing more on issues proposed by Jack C. Richards.

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BIODATA

¹⁾**Dr. Agustinus Semiun, MA** is currently a lecturer at the English Study Program, Faculty of Teacher Training and Educational Sciences, Nusa Cendana University, Kupang, NTT.

²⁾**Dewi I. N. Bili Bora, M.Pd.** is currently a lecturer at the English Study Program, Faculty of Teacher Training and Educational Sciences, Nusa Cendana University, Kupang, NTT.

³⁾**Santri E. P. Djahimo, S.Pd., M.App.Ling., Ph.D.** is currently a lecturer at the English Study Program, Faculty of Teacher Training and Educational Sciences, Nusa Cendana University, Kupang, NTT.

MNEMONICS KEYWORD METHOD FOR PROMOTING FOREIGN LANGUAGE LEARNING

Boby Tangkonda

ABSTRACT

This writing is dealing with a method to promote foreign language learning, particularly, in teaching vocabulary. The method is mnemonic keyword in which learners must be able to associate similar sounds between the foreign word and a synonymous word in their language to help them memorize the foreign word. This can be a good reference for teachers to create positive and interesting atmosphere in their foreign language class. Despite its limitations, this method also serves as a promising apparatus for foreign language teachers in their class to not only boost students' motivation but also facilitate students' comprehensive linguistic skills.

Keywords: *Mnemonic Keyword Method, Foreign Language Learning*

INTRODUCTION

Foreign language acquisition is a challenging process, which requires effort and impetus over time. In a foreign language class, the ultimate goal is to master the linguistic skills including listening, speaking, reading, writing, vocabulary and grammar. Among those skills, lexical competence is regarded as one of the most difficult skills to master as it involves new and existing vocabulary. Despite the importance of developing an adequate vocabulary in the process of learning a foreign language, it is a challenging aspect of language learning due to being monotonous and uninteresting. Memorizing and acquiring long vocabulary lists can be challenging, tedious, and ineffective for many. To solve this problematic situation, teachers need to be innovative in the way they increase learners' retention as well as provide an enjoyable learning environment.

As proven by the following researchers, having a limited vocabulary correlates with poor performance in learning a foreign language and this especially affects students' reading skills (Siriganjanavong, 2013). According to Grabe (2004), the implication of vocabulary knowledge in comprehending a reading has demonstrated a positive correlation in L1 and L2 settings. Similarly, Droop and Verhoeven (2003) also demonstrated a strong relationship between vocabulary knowledge and reading proficiency in their research. Stahl (2003) notes that "studies from readability formulae have found that the most important factor in determining the difficulty of a text is the difficulty of the words" (p. 246).

Laufer (1997) asserted that lexical competence is the basis of any foreign language acquisition. He suggests that the learners' vocabulary competence will drastically improve if they invest their time learning words and expressions as opposed to learning grammar. The vocabulary specialists have come to a consensus that this aspect of language is essential for promoting communicative competence. Accordingly, it is necessary to carry out more studies emphasizing novel appealing techniques and approaches in foreign language instruction, which focused on vocabulary instruction and retention for the learners' sake.

The mnemonics keyword is an appealing method of introducing vocabulary in a language class. It is a memory tool, which encourages learners to improve their literate competency and achieve their academic goals more efficiently. The mnemonics keyword method consists of two stages for retaining materials with an associative component (Atkinson, 1975). Using

foreign vocabulary learning as an example, the learner must be able to associate similar sounds between the foreign word and a synonymous word in their language. The acoustically similar English word becomes the keyword. From this point on, the learner then associates a connection between the definitions of the keyword and the synonymous word in their language. This mnemonics keyword method has undergone extensive research that considered the recall of definitions from vocabulary words. Moreover, classroom applications of the keyword method were also considered in the investigation (Pressley et al., 1982).

This paper aims to shed light on the mnemonics keyword method with imagery in L2 vocabulary learning and retention. This paper also presents the limitations of employing this technique in a language learning class and provides suggestions for teachers to empower this method in their language classes.

MNEMONICS KEYWORD METHOD FOR ENHANCING LANGUAGE SKILLS

Vocabulary learning

After being neglected for an extensive period, scholars and researchers have recently realised that vocabulary is crucial for foreign language learning and therefore, it is worth investigating. On the other hand, students dread this important aspect of developing their linguistic skills. Learners feel that vocabulary learning is the culprit of their failure in a language class (Tavakoli & Gerami, 2013). In regards to this obstacle, language teachers should agree to implement various strategies in a language classroom in order to boost students' vocabulary repertoire. This can be achieved through incorporating a vocabulary learning strategy called the mnemonics keyword method. According to Hatch and Brown (1995), this method is the foundation for students to effectively learn vocabulary in the sense of retention and retrieval booster. The method has been proven through extensive research to improve learners' ability to retain new vocabulary. Therefore, this strategy would be beneficial for students' language learning development in the future.

Atkinson (1975) stated that the keyword method is a process, which involves two-steps for learning foreign vocabulary. To begin the process, learners are required to make an acoustic association between a familiar word in L1 and the target word in L2, which have similar sounds. Subsequently, learners will create an imagery link between the two words. A case in point, the learners are going to learn an Indonesian word *wortel*, which means *carrot*. This word is pronounced as /wortel/. The teacher then provides a keyword in English. *Water* is chosen because this word has orthographic similarity with the Indonesian original word *wortel*.

The language learners need to imagine water droplets on a carrot in order to associate the sound with its meaning (see appendix). Through this process, learners are connecting new information with existing knowledge and will improve their ability to retain the meaning of new terminology. Ultimately, the learners are able to store their newfound knowledge in their memory for a longer time frame. The system is in line with the Depth-of-Processing Theory by Craik and Lockhart (1972). As suggested by the hypothesis, the ability to retain new information requires a high level of processing in their brain. As it were, the way the data is intellectually activated and handled influences the fuse of earlier learning and recently learned data being moved into long-term memory.

According to Hulstijn (1997), the keyword method encompasses three strategies. Firstly, it requires a word in the first language or foreign language and it is association with a concrete

noun. The word is chosen based on similar sounds with the word in the foreign language. Secondly, the learner needs to establish a strong connection between the target word and keyword so that learners subconsciously refer to the keyword when they see or hear the word. Thirdly, learners must construct a visual image, which combines the referents of the keyword and the target word. This is best when it is done in a noticeable and peculiar way, in order to build lasting memorability. For instance, *baby* is a suitable keyword for the Indonesian word *babi*. A meaningful connection involving the keyword *baby* and the vocabulary word's definition *pig* is created. The appropriate image that might come up is a baby on a pig. A meaningful sentence can be used to link the keyword to the vocabulary word's definition, as in "The baby is riding the pig" (see appendix). The image is something that is odd and it is highly unlikely to happen in real life. This imagery is consistent with Hulstijn's suggestion in order to increase learners' ability to memorise words.

The keyword method is effective due to utilising the strength of visual memory. According to numerous cognitive literature, visual stimuli creates very strong impressions, thus it forms vivid memories. Visual imagery is effective in enhancing memory and this ideology is supported by Paivio's (1971) Dual-Coding Theory. Paivio's theory states that memory storage comprises two different coding mechanisms namely verbal and visual. Although these codes may overlap, more emphasis is usually placed on the visual system. Accordingly, teaching new words and definitions with this method will be beneficial to learners.

Another study to prove the effectiveness of the keyword method was conducted by Shapiro and Waters (2005) to 104 participants from the University of Massachusetts. The first hypothesis to be examined was visual imagery as the core of the keyword method. Another hypothesis was made about the power of cognitive efforts on the keyword method. The results of this study revealed that the keyword method was effective because it provided a descriptive visual image, which forms the foundation for the meaning of the new word.

Sagarra and Alba (2006) agree that using different mnemonics methods means showing the requirement for deeper processing through form and meaning association for ultimately better retention in students' vocabulary learning. Similarly, Atay and Ozbulgan (2007), studied learners' ability to learn new Spanish words through bidirectional retrieval with the aid of the keyword method. The control group's performance was assessed by using the standard keyword procedure. Their results displayed an obvious disparity in the final recall scores between the two groups. The experimental group recalled about 70% of the meanings of the 11 target words. On the other hand, the control group only acquired 50% of the target words. All in all, the majority of studies that investigated the mnemonics keyword method have concluded that it is a vital component in L2 vocabulary learning and retention.

Shapiro and Waters (2005) attested that the best aspect of the keyword strategy lies in the way that it uses visual pictures as powerful stimuli for retaining information. Adding to this point, Amiryousefi and Ketabi (2011) also asserted that new terms and definitions would be in the event that they were consolidated with pictures. In this sense, images not only facilitate good recall but also increase learners' motivation and interest. Similarly, Siriganjanavong's (2013) study on 44 first-year university students in Thailand showed that EFL students with low English proficiency could retain vocabularies in their short-term and long-term memory by using the mnemonics keyword method. This study proves that the mnemonics keyword method combines visual and verbal aids during its implementation. In addition, this method not only uses an audiovisual combination but also makes associations between students'

existing knowledge and to-be-learned information they will gain through the mnemonics keyword method.

Another favourable characteristic of the mnemonic keyword method is its ability to function admirably with students who have limited capability in English, also known as LEP (Limited English Proficiency). The mnemonics keyword method should be implemented to aid students to ace their lexical repertoire, which is a vital skill for a classroom language learner to become a competent foreign language speaker (Avila & Sadoki, 1996). In 2010, Zhang and Schumm replicated Avila and Sadoki's previous study by integrating some words in Spanish and English as the keywords for 60 students in fifth grade whose English proficiency was limited. The students learned and retained the vocabulary items during the lessons. The consequence of this study uncovered that the keyword technique is viable for assisting LEP learners with recalling word definitions quickly and productively, comprehending sentences, and retaining their learning over a one-week time span. This strategy can also improve students' motivation and satisfaction in their school endeavours. In addition, it would be better if learners were also given the opportunity to create their own drawings for learning purpose. They may show their photos to their peers, thoroughly analyse the photos, and examine the association between their images and the to-be-learned information.

In regards to age, Gruneberg and Pascoe's study in 1996 confirmed that the mnemonics keyword method strategy functions admirably for youthful learners, as well as for the elderly. They observed that 40 senior female participants with a mean age of 70.45 were able to enhance their receptive and productive learning of 20 Spanish words. These results were compared with a control group who received no treatment and were not able to enhance their receptive and productive learning. This further supports the utilisation of the mnemonic keyword method on various individuals other than school-aged students.

Reading Comprehension

Visual mental imagery has caught the attention of researchers and language educators with its ability to demonstrate how people understand written text and teaching reading comprehension in their language class. The US National Reading Panel reviewed this research in 2000 and concluded that mental imagery and keyword strategies have "a firm scientific basis for concluding that they improve comprehension in normal readers" (National Reading Panel, 2000, p. 4–42). Moreover, numerous studies have investigated the effect of visual imagery on the reading comprehension levels of English as a foreign language student (EFL).

A study conducted on 71 Iranian psychology students with difficulties understanding psychology textbooks in English revealed that the implementation of the mnemonic keyword method enabled them to become more strategic and independent in their reading. The students participated in four 90-minute visual mnemonic support practice sessions, one session per week. It was reported that there was a significant impact of visual mnemonic support practice as a strategy for their reading comprehension as new and difficult words were paired with relevant and real pictures by the researcher (Kordjazi, 2014).

Another finding on the relationship between the mnemonics keyword method and students' reading skill development is Graves and Levin's (1989) study, which concluded that the mnemonic strategy including the mnemonic keyword strategy, was effective for the students to remember the main idea of passages they read for a longer time span. The keyword method enhances students' ability to recognise and retain their comprehension skill longer. Similarly,

Fitzgerald's (1995) study suggested that students' schemata and experiences affected not only their comprehension but also recall after reviewing 67 sample research reports on the cognitive reading process of ESL students.

LIMITATIONS OF THE MNEMONICS KEYWORD

The mnemonics keyword method has been criticised in its implementation in a foreign language classroom, especially its use in learning vocabulary. Campos et al (2003) conducted experiments on adolescents and adults. Each group was divided into two smaller groups. The experimental groups in the adolescent and adult groups were assigned vocabulary learning using the keyword method, whilst the control groups in both categories used a rote memorization to memorise the given vocabulary. The groups then sat a test after receiving the treatment and a delayed test after a week. Findings in this study show that the control groups in the adolescent and adult category outperformed the experimental group with the keyword method especially in the delayed test. The results of this study show that the rote-learning group outperformed the keyword method group for delayed recall or for long-term memorization.

Another criticism was from Siriganjanavong (2013). He argued that many words in a particular language have various definitions and therefore, it is inadequate for teaching each word with only one meaning. In addition, apart from concrete nouns, it is problematic to find a keyword from other aspects of the target language, such as abstract nouns, conjunctions, pronouns and other conditions.

Despite the aforementioned limitations, this practical application is still favourable to many language educators. Teachers who teach with limited classroom teaching aids have acknowledged its simplicity and functionality as a powerful tool in helping construct students' vocabulary knowledge. However, teachers' creativity is needed to prepare the lesson, the images used, and students' readiness for learning. Teachers may use talented students' own drawings in the class as a model of involving them in the lesson preparation and appraising them for their effort simultaneously.

CONCLUSIONS

To conclude, the mnemonics keyword with imagery method has considerable potential to be a great tool for foreign language learners to explore the target language further with a foreign language aspect in the classroom. Despite its limitations, this method also serves as a promising apparatus for foreign language teachers in their class to not only boost students' motivation but also facilitate students' comprehensive linguistic skills. As a vocabulary memorization tool, this method appears to be more appealing for foreign language learners from different ages and language abilities to recall vocabulary items and their definitions quickly and efficiently to ultimately achieve competent reading comprehension skills. However, teachers also have to find other techniques to complement this method in order to remember lexical items faster in the short-term memory and better in long-term recall.

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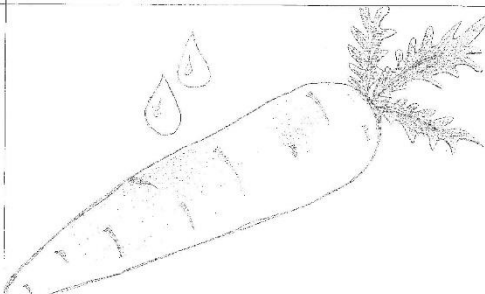
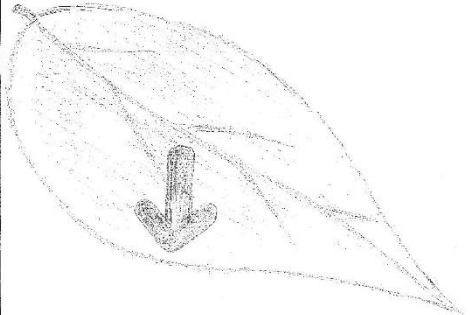
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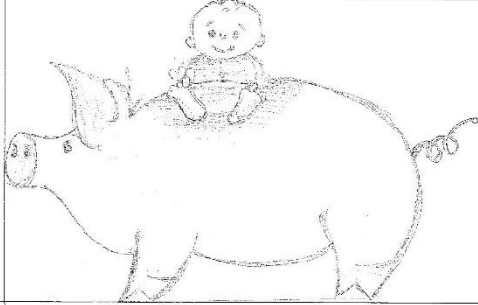
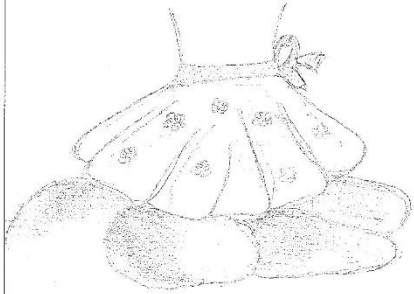
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APPENDIX

New word	Keyword	Meaning	Picture	Description
wortel	water	carrot		<i>Wortel</i> sounds like <i>water</i> in English. The picture shows drops of water over the carrot.
daun	down	leaf		<i>Daun</i> sounds like <i>down</i> in English. The picture shows an arrow pointing down on the leaf.

New word	Keyword	Meaning	Picture	Description
babi	baby	pig		<i>babi</i> sounds like <i>baby</i> in English. The picture shows a baby is riding a pig.
rok	rock	skirt		<i>rok</i> sounds like <i>rock</i> in English. The picture shows a skirt on the rocks.

AN ANALYSIS OF TEACHER'S TALK IN GRADE EIGHT OF ENGLISH CLASS IN SMPN 1 INSANA UTARA

Yakobus¹⁾, Josua Bire²⁾, Clemens Kolo³⁾
University of Nusa Cendana, Kupang

ABSTRACT

This study was conducted in Grade Eight of SMPN 1 Insana Utara with the aim to find answers to the question of: what are the most frequently used features of teacher's talk in English class? This descriptive case study uses the Foreign Language Interaction (FLINT) system developed by Moskowitz to explore features of teacher talk. Two classroom observations were conducted and recorded, which then were transcribed as the source for data analysis. Out of 478 interaction records, features of teacher's talk accumulate to 275 times, which represents 57.53% of the total interaction features. This figure (57.53%) shows that the teacher is more 'talkative' compared to students, which may indicate that students have problems in practicing their English. Of the teacher's talk, the most frequent used features are "asking questions", "request/command" and giving rhetorical question/lecturing". Outside of analyzing features of teachers talk, this study also found out that the use of English was very limited. As calculated, the use of English by teachers reaches only 9.22%, which confirms the difficulty of building English conversations in the classroom interaction.

Keywords: *Features of Teacher's Talk, FLINT System, English, Classroom Observation*

INTRODUCTION

Learning foreign languages such as English makes exposure to the second language is important. For an obvious reason, exposure to the language makes it easier for students to know and understand the language, based on its sound system that contributes to effective classroom learning process. This is in line with the perspective of language acquisition, which refers to language learning that occurs in children, namely through hearing and sound imitation. Through which the language learning takes place. However, such image seems to be unrealistic as in real life such expectation is too ideal, especially for schools in rural areas such as in Timor Tengah Utara (TTU) Region.

Observably, interactions of English learning in the classroom in most schools in TTU occurred without the teacher fully realizes the importance of language exposure in helping students in the process of absorption of the language under study. Even though in the awareness of the teacher, the use of English in classroom interactions is challenging. There are two determinant factors contributing to such condition, i.e. teachers' side and from the student's side. On the teachers' side, one of the issue is lack of awareness on the importance of language exposure among teachers. But, another condition that undeniably true linked to the teachers' competence and skills. It is often faced, particularly in rural schools, that many teachers have low competence level in English and consequently mostly interactions occurred or taken place in Indonesian language interspersed with the use of local accents.

According to teachers, it is very ambitious to expect teachers teach in English because students will not understand. Somehow, teachers will be forced to use Bahasa Indonesia or local dialogue in class, despite the requirements stipulated in the curriculum or in the syllabus and lesson plans. As required, all teaching instruments should be developed to embrace

scientific approach using 5M principles i.e *Mengamati, Menanyakan, Mengeksplorasi, Mengasosiasi* and *Mengkomunikasikan*. The more discouraging fact is that the evaluation of English teaching at elementary level giving less attention to verbal performance. The national evaluation standards mandated by Curriculum 2013 (K13) implies integrative approach to combine behaviour/attitude, skills and cognitive elements as stipulated in Regulation of the Ministry of Education and Culture i.e. Permendikbud no. 103 tahun 2014 (Sufairoh, 2016). However, when a student obtains his or her final score below the *Kriteria Ketuntasan Minimal*, teachers will be obliged to carry out remedial activities to help him/her get the passing grade. However, in reality there is tendency for teacher to avoid verbal test or remedial in English.

Teachers' hesitation to conduct verbal remedial test sparks a question on how English is used in the classroom. The question is addressed to both subjects in learning process, in this case the teacher and students. Facts on English learning conditions in TTU district above imply existing issues in the teaching and learning process, more specifically linked to classroom interaction. Theoretically classroom interaction stimulates student's involvement in the classroom and leads their knowledge and skills develop and improve. Classroom interaction significantly contributes for thinking and learning, and in an EFL context, classroom interaction promotes students' language development towards communicative competence (Suryati, 2015:248). This can only happen when students are exposed to input and exposure, supported by motivation to communicate (Carreiro, n/d). Yet, it signifies consistent use of English throughout the course particularly in learning context of second language as a foreign language, as argued by Stern (Ma, 2006:11).

The importance of observing and analyzing classroom interaction in language learning has been studied by many researchers around the world includes Indonesian's researchers. Specific on classroom interaction in language class, studies have been done at various levels from secondary level to university concerning features of teacher/lecturer talk and student talk (Kasim, 2004; Pistarman, 2015; Suryati, 2015; Jiwandono & Rukmini, 2015; Mulyati, 2013). Results generated from these researches are diverse according to each context. Prompted by the importance of being critical to the use of English in classroom interactions, this study was conducted to find answers to the question of: what are the most frequently used features of teacher's talk in English class? It is expected that result of this study will not only generate identification of features of teachers' talk, but as well as it will give a number of benefits on classroom interaction studies and help teachers to encourage and improve the use of English in classroom interactions.

LITERATURE REVIEW

The quality and quantity of teacher talk have many values in young learners' classroom interaction, which can be either constructive or obstructive (Incecay, 2009; Gharbavi & Iravani, 2014). Quoting perspectives from several such as Richards and Pinter, Pujiastuti (2013) presents the importance of teacher talk and its contribution towards young learners: Firstly, it provides language input as language model for children; Secondly teacher talk supports student talk in practicing the language; and thirdly, the appropriateness of teacher talk can result in warm classroom atmosphere and informal teacher – student relationship.

However, many language teachers were surprised of the amount of talk they used in classroom (Villalobos & Arellano, 2018). Nunan's research measured about 70 to 80 percent out of class time was spent mostly by teacher talk (Pujiastuti, 2013). Other researchers found different quantity of time used by teachers. Tsegaye & Davidson (2014) learnt that teachers

used more than 83% in classroom interaction. The dominance of teacher's talk in young learners' classroom interaction seems to be irrelevant in foreign language teaching since it does not provide adequate chances for students to practice the language (Tsui, 1995).

Teacher talk is a typical variety of language sometimes used by teachers when they are in the process of teaching (Richards and Weber in Shinde & Karekatti, 2010:57). It is the classroom language that accompanies exercises, the language of explanation in second language and in some foreign language classrooms, and the language of classroom management (Krashen, 2002:121). Teacher talk relates to teaching functions such as class management, organization of learning, content teaching and socializing (Mickan, 2016: 44-69). Hence, teacher talk is a form of language used by teachers when they teach in the classroom. Teacher talk refers to variety of oral production and language that used by teachers during the learning process in a classroom.

Teacher talk (TT) is used in classroom's interaction. It is the English language used by the teacher in classroom when he wants to engage students' involvement in learning process. TT is used in multiple stages of classroom teaching and learning process. They are greeting student, reviewing the previous material, introducing the new material, giving direction and instruction, encouraging and motivating, giving advice and closing the class (Putri, 2015:16-17; Ma, 2006:5; Brown, 2007:125; Nisa, 2014:125). A number of experts have developed various taxonomy on teachers' talk. Some of which are as described by Walsh as: teacher's questioning, teacher's feedback, seeking clarification, extended wait time, scaffolding, confirmation check, teacher echo, teacher interruption, and direct error correction.

English language exposure is very important for language learning. Thus it becomes conditional requirements for teacher to provide more English language exposure and motivation for students, which is very challenging for those who still apply conventional teacher-centered and product-oriented learning process (Kian Bera, 2016). In the context of leaning EFL, exposure of English through teacher talk is crucial for the process of acquisition because it is highly possible that teacher's English is the major source of comprehensible target language input students will receive (Setiawati, 2012:35). The use of mother tongue can be used in certain conditions such as translating difficult words or explaining grammar, otherwise it limits students' achievement (Pratiwi, 2018).

A study conducted among Spanish speaking students on English learning shows that exposure to high quality classroom based English, along with opportunities for language interactions among teachers and students promoted English development (Gamez, 2015). Exposure enhanced language learning is supported by the argument that the more the learner listens to the target language and combined with more reading and speaking chances, the more competent the learner to become (Ismail, 2001). The importance of exposure to the target language throughout the learning process is certain. However, there is an argument that it should be consistently done along with practices because practices lead to perfection and command on the language, while exposure helps learners to use the language in different context and sharpen the knowledge on language they learn (Ranjan, 2018).

METHODS

The method used in this research is descriptive research, as it is meant for exploring and understanding the meaning individuals or groups describe to a social or human problem (Cresswell, 2009:4). As generally understood, a descriptive study deals with strategies in

which researchers investigate a program, events activity process or some individuals (Ibid:20). In this study, the descriptive case study approach is applied to explore features of teachers' talk. The researcher used Foreign Language Interaction Analysis (FLINT) System, which was proposed by Moskowitz (Brown, 2007:216-218) to conduct the classroom observation as well as the analysis of the study on classroom interaction, particularly reviewing the features of teachers' talk.

Instrument used in this study is Foreign Language Interaction Analysis (FLINT) system which is proposed by Moskowitz (Walsh, 2011). In FLINT system, interaction analysis system that is extended form of FIAC, but it has 21 categories altogether. Those categories are: (1) deals with feeling; (2) praises or encourage; (3) jokes; (4) uses ideas of student; (5) repeats student's responses; (6) asks questions; (7) Giving information; (8) correct without rejection; (9) Giving direction; (10) direct pattern drills; (11) criticize student's behavior; (12) criticize student's response; (13) student's response specific; (14) student's response choral; (15) student's response open-ended; (16) Silence; (17) audio visual; (18) confusion; (19) laughter; (20) uses English; (21) non verbal. However, this study focused only on features of teacher's talk.

The research was conducted in secondary school of SMP N 1 Insana Utara, which is a public secondary school in TTU District. The school implements curriculum 2013, which emphasizes on the use of scientific approach in teaching and learning process, since 2016. The subjects of the study are English teacher and students of English class of Grade Eight of SMPN 1 Insana Utara of study year 2018/2019. The study was conducted in two English class observations. This study has used classroom observation and classroom recording tools for data collection.

DISCUSSION

Based on the recorded classroom interaction, in total there are 478 records of interaction analysis from two classroom observations. The following table shows the distribution of teachers' talk based on the classroom activities that have been observed and recorded.

Table 1. Distribution of Teachers' Talk

	Teachers' talk
Observation 1	149
Observation 2	126
TOTAL	275

As shown in Table 1 the frequency of the teacher talk in Observation 1 is higher than that in Observation 2, which is in total 149 records compared to 126 due to conditions when the teaching and learning process took place. However, it should be acknowledged that features of teachers' talk mostly were in Bahasa Indonesia. The use of English was very limited and mostly used by the teacher, in this case to greet, to give direction/command and ask question(s). Examples of the teachers' English extracted are as follows:

Table 2. Examples of the Use of English by the Teacher

Extract 1 (Observation 1)		Remark/note
Teacher:	<i>Good morning students</i>	Record No. 1
Students:	<i>(Serempak) Good morning Sir</i>	
Teacher:	<i>How are you this morning?</i>	Record No. 3

Extract 2 (Observation 1)		
Teacher:	<i>Oke.. who still remember.. who still remember what English material or what we have discussed for last meeting ya? The last meeting, the last presentation? Who still remember?</i>	Record No. 16
Extract 3 (Observation 2)		
Teacher:	<i>Students. Louder please. Please, please answer. Once again. How many students are absent today?</i>	Record No. 17
Extract 4 (Observation 2)		
Teacher:	<i>No homework for today. But please read again this material at home..</i>	Record No. 219

Table 2 presents examples of English utterances used by the teacher. For example: “How are you this morning?”, or “How many students are absent today?” The teacher also extends appreciation using English, such as: “Good”, “Thank you”, and it is also used in criticizing the students’ behavior, for example: “Don’t be noise”.

Using the FLINT categories of features of the teachers’ talk, the following table shows tendencies of which items that the teacher use in his utterances during the teaching and learning process.

Table 3. Observation on the Use of Teachers’ Talk

Teachers’ talk	Frequency		
	Observation 1	Observation 2	Total
Deals with feeling	2	1	3
Ask question	53	40	93
Giving rhetorical question/lecturing	16	6	22
Praising	2	3	5
Complementing	3	5	8
Encouraging students to continue/give Confidence	1	3	4
Confirming the answer is correct	11	2	13
Telling students what they said/done is Valued	2	4	6
Jokes	2		2
Giving information	4	2	6
Correcting without rejection	4	6	10
Giving direction	1	3	4
Request/command	34	29	63
Directing drills	5	8	13
Facilitating class/group activities	6	2	8
Criticizes students' behavior/response	3	12	15
TOTAL	149	126	275

It should be noted that the order of the data on Table 3 was organized based on the first used categories during the two observed classroom interaction. Thus, it can be said that it was

randomly presented according to the interaction flows of classroom teaching and learning process.

When it comes to the discussion on the most frequently used features of the teachers' talk, the Table 3 above hints different results between Observation 1 and Observation 2. In the attempt to rank according to the highest frequency of usages, top five of the most frequently used features of the teachers' talk are as follows:

Table 4. The Most Frequently Used Features of the Teachers' Talk

Observation 1	Frequency	Observation 2	Frequency	Cumulative	Frequency
1. Ask question	53	1. Ask Question	40	1. Ask question	93
2. Request/ Command	34	2. Request/ Command	29	2. Request/ command	63
3. Giving rhetorical question/ lecturing	16	3. Criticizes students behavior/ response	12	3. Giving rhetorical question/ lecturing	22
4. Confirming the answer is correct	11	4. Directing Drills	8	4. Criticize students' behavior/ response	15
5. Facilitating class/group activities	6	5. Giving rhetorical question/ lecturing and correcting without rejection	6	5. Directing drills and confirming the answer is correct	13

In answering the research question on "What are the most frequently used features of teachers' talk in English class?", Table 4 shows that "Asking questions" is the most used features of the teachers' talk, followed by "Request/command" and "Giving rhetorical question/lecturing".

Considering the accumulated results of the research findings, it can be said that the teacher was dominant in the classroom interaction. The teacher remains at the central of the teaching and learning process because the flows of interaction were dominated by the teachers' questions (93) and request/command (63). In the perspective of the researcher, this fact was driven by the teachers' efforts to make students participated in the teaching and learning process actively. The teacher tends to use verbal communication throughout the classroom activities include in explaining and evaluating. Some of which can be seen in the following conversational extracts between the teacher and student.

Table 5. Extract of Teachers' Talk Features

Record No.	Subject	Utterance	Features	Remark
51	Teacher:	<i>Verb artinya apa? Verb?</i> <i>Verb artinya apa?</i>	Ask question	Observation 1
52	Student:	<i>(Seorang siswi) Kata kerja.</i>	Student response - opinion	
53	Teacher:	<i>Betul. Lisa pung jawaban betul.</i>	Praises/encourage: confirming the answer is correct	
54		<i>Rumusan di kata kerja itu tambah apa?</i>	Ask question	

Table 5 above shows samples of features that teacher used during the classroom interactions, in this case the use of “ask question” as the most frequently used feature of teachers’ talk and “confirming the answer is correct”. Both of these features are classified under indirect influence category.

It should be underlined that the teachers’ English was practiced during the assessed classroom interaction periods but it was very limited. This makes students’ exposure to the use of English remains at basic usages such as greetings and reading aloud the tasks given by the teacher.

CONCLUSIONS

Based on the research findings, conclusions that can be highlighted are as follows: **First**, out of 478 classroom interaction records there are 275 records of teachers’ talk features. This represents 57.53% of the total interaction features. **Second**, of the 275 teachers’ talk records, the most frequently used features are: “asking question” with total 93 records, which fall under the indirect influence. **Third**, the second rank of teachers’ talk that were used more frequent is” request/command” that is under the classification of direct influence having 63 records, then followed by “giving rhetorical question/lecturing”. **Fourth**, over all features of teachers’ talk, “asking question” represents 33.82%, “request/command” shares 22.91% and “giving rhetorical question/lecturing” has 8.00%.

In addition, the use of English was very limited and it was mostly used by the teacher. According to the study, English was used by the teacher in greeting, giving direction/command and asking questions. All the teachers’ English reaches 9.22% of all classroom interaction records. This fact reflected found that teaching and learning process remained conducted in conventional way where the teacher plays the central role as the primary source and consequently the educational process embraces “teaching” than “learning” approach. As recorded, the teachers’ talk accumulates to 57.53% of all interaction records.

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BIO DATA

¹**Yakobus, M.Pd** is an alumnus of Graduate English Study Program of Nusa Cendana University. He completed his study in May 2019. Currently he is working at Education Department of Timor Tengah Utara District as a school supervisor. kobusnggorong1962@gmail.com

²**Prof. Drs. Josua Bire, MA., M.Ed., Ph.D** is a professor in University of Nusa Cendana specialized in Second Language Acquisition. He started teaching English in 1972 and still active as English Lecturer at the Teacher Training Faculty (FKIP) and Graduate English Study Program of Nusa Cendana University, Kupang.

³**Drs. Clemens Kolo, MAT** continues to give at the Teacher Training Faculty (FKIP) and Graduate English Study Program of Nusa Cendana University, Kupang, in spite of being officially retired in 2018.

USING MOVIE TO TEACH VOCABULARY

Heidy Wulandari
STKIP SOE

ABSTRACT

Facing the facts that students need to enlarge their vocabulary size in an enjoyable learning environment, teachers are actually given challenge to use appropriate strategies for teaching vocabulary in this digital age. As a literature review, this paper contains evidence that using movie to teach vocabulary can be an excellent choice in responding to this challenge. In addition, things to consider - including theory of vocabulary acquisition and students' level of proficiency - in choosing appropriate movie to teach vocabulary and the benefits of using movie to teach vocabulary are presented in this paper as well. Finally, to complete the discussion, the last part of this paper discusses about suggested steps of using movie to teach vocabulary according to the students' level of proficiency using the combination of Triple P Paradigm (Presentation, Production, and Practice) and Hammond's Model of language teaching.

Keywords: *Movie, Teach, Vocabulary*

INTRODUCTION

In this digital era, students can easily get access to study English through various resources. Unfortunately, the various resources for learning English do not have filter to match the students' level of learning English. Students who learn through these resources without any significant guidance must be unable to distinguish when and where they have to use the appropriate vocabulary. However, since they can acquire vocabulary by enjoying the movie they must be prefer watching English movie to memorizing words in a boring English class.

Facing this fact, teachers are actually given clue about what their students need in English class. First is enjoyable learning environment. Hence, teachers can make use of technology development to create a fun English class which can keep the students joining the class without being bored. Second is the needs of enlarging vocabulary size. Since the main goal in teaching vocabulary is to fulfill the students' needs of learning vocabulary, teachers have to have various strategies in order to enrich the students' vocabulary. However, it does not mean that teachers can choose any strategy to teach vocabulary. Teachers have to select beneficial and effective strategies which are suitable to students' level of proficiency.

Related to the needs of enjoyable English class and learning vocabulary, this paper discusses one beneficial and effective strategy to teach vocabulary that is teaching vocabulary by watching movie. Moreover, the steps of teaching vocabulary using movie according to students' level of proficiency is presented at the end of the discussion.

Theories on Vocabulary Acquisition

Vocabulary knowledge is important because it includes all the words people demanded to know in order to access their background knowledge, present their ideas and communicate successfully, and learn about new concepts (Sedita 2005, p. 33). Alemi (2011, p. 81) supports this idea by suggesting that vocabulary is a basic component of language proficiency because students' performance in the four skills consisting speaking, reading, listening and writing depends on vocabulary.

Seeing the significant role of vocabulary in English teaching and learning, the traditional ways of giving little priority in learning vocabulary seem changed. In the past, vocabulary

was learned independently by the students, and received incidentally in many text books and language programs. Nowadays, in an opposite condition, vocabulary has got much attention in English teaching and learning (Richards and Renandya 2002, p. 255). However, it does not mean that since vocabulary is an important aspect in English teaching and learning, then providing specific time for vocabulary learning is the most suitable way for vocabulary acquisition. Learning vocabulary when learning other skills is also important as long as vocabulary can be learned effectively through such way.

Based on the fact that vocabulary is crucial as the base of improving other skills, many researches are conducted on vocabulary acquisition. Carter and Nunan (2001, p. 42) state that the center of research on vocabulary learning are questions on how words are learned. What they mean with vocabulary learning is not only about how the students acquire the words but also about how the words are remembered, how long the words can be remembered, and how the words can be retained.

Related to Carter and Nunan's post about vocabulary learning, Richards and Renandya (2002, p. 256) recommend three approaches to vocabulary teaching and learning. First is incidental learning which means learning vocabulary while learning other skills such as reading and listening. This approach is appropriate to all level of students. Second is explicit instruction which means learning vocabulary directly by paying attention on the aspects of vocabulary such as the word form, pronunciation, and translation from the target language to the native language and vice versa. This approach can be implemented to students who still need to learn the first 3000 most common words. The third is independent strategy development which is used to develop the students' vocabulary knowledge independently, for example by guessing words meaning through the context and using dictionaries.

Another suggestion is that in Hammond's Model of language teaching, vocabulary is taught in every step of teaching.

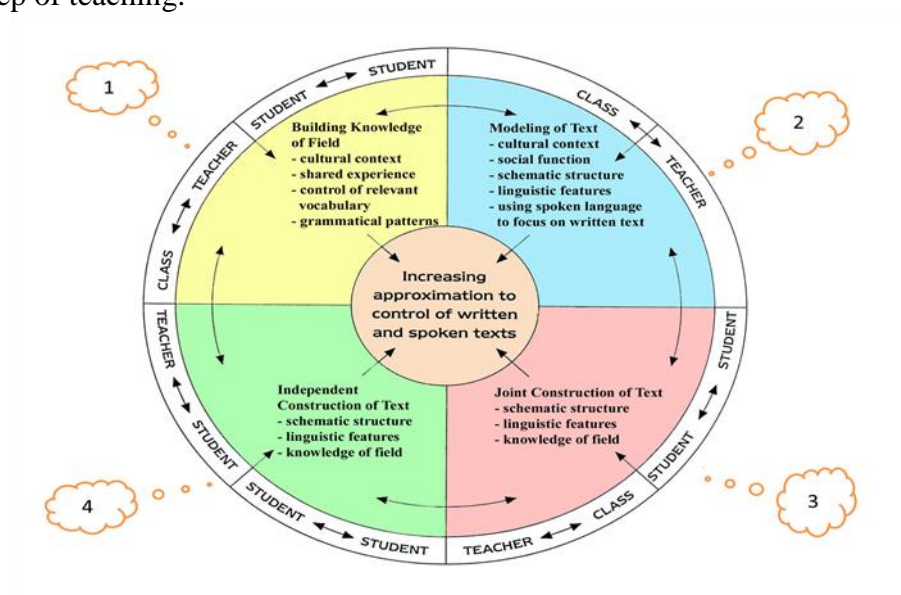


Fig. 1. Hammond's Model of Language Teaching

In step of building knowledge, there is brainstorming in which teacher stimulates students to produce vocabulary according to their background knowledge related to the topic which is going to be discussed. Since it is a brainstorming, the students will produce vocabulary as

many as possible according to what they know. However, the teacher needs to monitor the vocabulary to be kept related to the topic.

In step of modelling of text, joint construction of text and independent construction of text, vocabulary also get attention. Vocabulary works with other linguistic features to form a text. Therefore, vocabulary is part of what is modeled in modeling of text and part of what is constructed in joint construction and independent construction of the text. In all steps of language teaching, vocabulary has big role.

Nation (2002, p. 1) suggests four strands which provide opportunities for vocabulary learning. The four strands consist of meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Meaning focused-input covers listening and reading (receptive skills) while meaning-focused output covers speaking and writing (productive skills). Language-focused learning involves language features learning consisting pronunciation, spelling, vocabulary, grammar, and discourse while fluency development involves the four skills, listening, speaking, reading, writing (Nation, 2007, p. 6). The following is the table of vocabulary requirements in the application of four strands.

Table 1. The Four Strands and their Application (Nation, 2007: 3)

Strand	General conditions	Vocabulary Requirements	Activities and Techniques
Meaning-focused Input	Focus on the message Some unfamiliar items Understanding Noticing	95% + coverage (preferably 98%) Skill at guessing from context Opportunity to negotiate Incidental defining and attention drawing	Reading graded readers Listening to stories Communication activities
Language-focused learning	Focus on language items	80% + coverage (preferably 90%) Skill in vocabulary learning strategies Appropriate teachers focus on high frequency words, and strategies for low frequency words	Direct teaching of vocabulary Direct learning Intensive Reading Training in Vocabulary strategies
Meaning-focused Output	Focus on the message Some unfamiliar items Understanding Noticing	95% + coverage (preferably 98%) Encouragement to use familiar items Supportive input	Communication activities with written input Prepared eriting Linked skills
Fluency development	Focus on the message Little or no unfamiliar language Pressure to perform faster	99% + coverage Repetition	Reading easy graded readers Repeated Reading Speed Reading Listening to easy input 4/3/2 Rehearsed tasks 10 minute writing Linked skills

The colored column shows the proportion of vocabulary in every strand. As seen in the table, vocabulary plays important role in every strand. Therefore, it cannot be denied that teaching vocabulary has to be as effective as possible in order to support other language programmes.

As has been discussed above, experts are various in suggesting the most appropriate way of teaching vocabulary. Some recommend teaching vocabulary as part of teaching other language programmes, others recommend specific time for prioritizing vocabulary in English teaching. However, to be wise, better to teach vocabulary variously. So vocabulary can be taught incidentally when other language programmes are taught, but sometimes specific time is needed for paying most attention on vocabulary, depending on the students' needs.

In addition, teachers need to be aware of *what to know*, *what to do*, and *what to be used* before teaching vocabulary.

First, *what to know*. Brown, (2000 p.377) insists five things to be considered by teachers in teaching vocabulary consisting of specific class time allocation, contextual vocabulary learning, bilingual dictionaries role, word meaning determination strategies, and “unplanned” vocabulary teaching.

In teaching vocabulary, teachers need to allocate specific time to vocabulary learning. It does not mean providing specific time for giving a long list of vocabulary to the students to be memorized but Brown means paying most attention on vocabulary. For example if in other occasion students’ grammar mistakes are corrected, in this time, just focus on their production on vocabulary. So grammar mistakes is neglected here.

Beside allocating specific time to vocabulary learning, teachers need to help students to learn vocabulary in context. Here, the students have to guess the word meaning by understanding the meaning of other words around the word.

Since the students have to learn vocabulary contextually, the role of bilingual dictionary is played down. The frequent use of bilingual dictionary decreases the students’ effort to memorize word. Therefore, by pressing the frequency of using bilingual dictionary, students’ are trained to remember words, translate the words contextually, and do not rely on bilingual dictionary.

Then teachers need to encourage students to develop strategies for determining the meaning of words. Every student has his or her own strategy in understanding the meaning of word. Here the teachers’ role is giving clue to students to attack the word meaning by suitable strategy. Students may use their own strategy and even develop it by the help of the teachers. Teachers may also ask students to share their strategies of understanding the word meaning so they cannot only use their own strategies but also other friends’ strategies in understanding the word meaning.

The last is engaging in “unplanned” vocabulary teaching. This is what meant by teaching vocabulary when teaching other language programme. It often happens that students find difficulty in facing difficult words when they are learning other language programmes. Some teachers decide to directly tell the students what the word means. However, that action will never help the students to remember the word. What teachers must do here is giving clue by asking questions related to the difficult word to stimulate students to guess the word meaning. Since the students find the word meaning themselves by answering questions, they will always remember the word.

The second thing to aware is *what to do*. McCarten, (2007, p. 19) suggests ten kinds of activities which can be done by teachers to help students learn vocabulary not only inside the classroom but also outside the classroom. The activities consist of focusing on vocabulary, offering variety, repeating and recycling, providing opportunities to organize vocabulary (real-world groups, language-based groups, personalized groups), making vocabulary learning personal, not overdoing it, using strategic vocabulary in class (managerial mode, materials mode, skills and systems mode, classroom context mode, and helping students become independent students in and out of class (vocabulary notebooks, research tools, everyday usage).

The third thing to aware in teaching vocabulary is *what to be used*. Widayati (2014) presents Sadjiman's suggested media instruction to teach vocabulary as games and simulation, visual media, audio media, audio-visual media, and still projected media.

Students Characteristics

Since strategies of teaching vocabulary must be matched to the students' level of English proficiency, teachers need to consider characteristics of students of different level. [Alberta K–12 ESL Proficiency Benchmarks](#) shows the characteristics of students of different levels as follows:

Table 2. Alberta K-12 ESL Proficiency Benchmarks

<i>Level 1 Beginning</i>	<i>Level 2 Developing</i>	<i>Level 3 Expanding</i>	<i>Level 4 Bridging</i>	<i>Level 5 Extending</i>
<ul style="list-style-type: none"> • New to English • Little or no exposure to English as a foreign language classes • Usually literate in first language • May have previously been a student who required English language and literacy development 	<ul style="list-style-type: none"> • Beginner with some prior English instruction • Has limited English proficiency • Usually has had previous schooling • Age-appropriate literacy in first language 	<ul style="list-style-type: none"> • May have studied English in home country or had some schooling in Canada • May have been in Canada for some time with academic language gaps 	<ul style="list-style-type: none"> • Listening and speaking skills approaching native English speakers in conversational English; however, academic oral proficiency is developing in specificity and complexity • Reading and writing skills at grade with scaffolding, direct instruction and extra time 	<ul style="list-style-type: none"> • May have studied English for several years (international or Canadian schools) • May appear fluent in oral language or may be less fluent orally and more competent in reading and/or writing • Requires support and instruction to understand literature and cultural references, word choices and sophisticated grammatical structures

The table above shows the characteristics of students' English proficiency in general. This can be used as a guideline for classifying Indonesian students level of English proficiency according to the grade of education. Level one and two in *Alberta K-12 ESL Proficiency Benchmarks* can be related to elementary students in Indonesia which covers mostly children, those who study in elementary schools and the first grade of junior high school who do not study English in elementary school. Level three and four in *Alberta K-12 ESL Proficiency Benchmarks* can be classified as intermediate students in Indonesia. Those who are classified in this level are mostly high school students. The last level, level five, in *Alberta K-12 ESL Proficiency Benchmarks* can be the representation of advanced students in Indonesia who are mostly adults and university students especially students of English Department.

Movie as Effective Media for Teaching Vocabulary

As has been discussed above, vocabulary has significant role in English teaching and learning because vocabulary is needed in all language programmes. It means that vocabulary is needed in teaching language skills which consist of speaking, reading, writing, and listening, and language features such as pronunciation and spelling.

It has also been mentioned that in order to support the vocabulary teaching, teachers usually used media. One of the media is audiovisual media. Movie, is one of audiovisual media which can be used for teaching vocabulary. Axelson (2006) states that movie is a type of entertainment which is also a source of powerful experience covering both emotional and cognitive dimension. It can be inferred that movie can help people to learn. The question is, why is movie considered as a helpful media in teaching vocabulary? Al-Sahran (2013, p. 17)

states that students who are taught using traditional strategy of teaching vocabulary acquire lower number of vocabulary items than those who are taught using movie. He adds that the students who are taught using traditional strategy of teaching vocabulary has lower percentage of attention and engagement than those who are taught using movie. This proves that movie is not only a helpful media for enlarging students' vocabulary size but also for providing enjoyable environment for students to be active in English teaching and learning.

Kinds of Movie Suitable to Teach Vocabulary

Even though movie is helpful media for teaching vocabulary, it does not mean that all kinds of English movie can be used for teaching vocabulary. Requirements are made to help teachers teach vocabulary with appropriate movie according to the students level.

Movie for elementary students

As stated in the previous discussion, elementary students in Indonesia are classified as children, those who study in elementary school, and those in the first grade of junior high school who do not study English in elementary school. Therefore, teachers need to choose suitable movies to this level of language proficiency. Hereby several requirements which can be used by teachers in picking suitable movies for teaching their elementary students.

First, related to the characteristics of students of English proficiency presented in the previous [Alberta K–12 ESL Proficiency Benchmarks](#), *elementary students are considered as those in the beginning and developing phase. Since the characteristics of such students show that the students still have low proficiency in English (see table 2, on level 1 and 2), it is suggested that the movie contains simple vocabularies. Nation and Newton (2009, p. 17) recommends that vocabularies for beginners must be simple (new alphabet), personal, (about one's self), used in every day life (shopping, housing), clear-sighted (street sign), expressions in classroom, and high frequency words.*

Second, considering the Four Strands' suggested by Nation (2002, p. 1) as presented in table 1 that vocabulary is part of the teaching of the four skills, then the movie has to be clearly seen, listened, and readable. The movie has to be clearly seen because what performed in it is the context which can help the students to understand the word meaning. It also must be clearly listened so the students can hear how to pronounce English word correctly. The last is the movie must be readable. It means that the movie must contain clear English word form so the students will learn the word form easily.

Third, regarding Richards and Renandya (2002, p. 256)'s one of three approaches to vocabulary teaching and learning (see page 2) that is independent strategy development, teachers must choose movies which can be used to help students learn independently. Independently here does not mean that teachers provide movies and let the students learn themselves. It means that the movie can help the students to study vocabulary contextually. Teachers are not allowed to translate word meaning directly but providing clues to help students find the word themselves so the word can be remembered. Therefore, the students' native language subtitle is not allowed here.

According to the requirements above, movies which can be used for teaching vocabulary to beginners are cartoon movies and other short movies which fulfill the requirements above. For example Mr. Bean cartoon movie (with English subtitle), Dora the explorer (English Version), and The Bear (short dialogue).

Movie for Intermediate Students

In Indonesia, intermediate students are meant as those who study in high schools. Since they are in high schools, the students are teenagers. Since the students are teenagers, studying at schools sometimes become a boring thing to do. They prefer doing their hobbies or hanging out with friends to attending English class. Seeing this fact, teachers have to be creative in conducting English class. Teachers have to be able to attract the students' attention to the course. Here, movie can take part for attracting the students' attention. The requirements below can help teachers to choose appropriate movie.

First, as presented in in [Alberta K-12 ESL Proficiency Benchmarks](#), intermediate *students are characterised as those in the middle phase, level 3 (expanding) and level 4 (bridging) (see table 2). Since the main characteristics of these students is that they have studied English, then they must have known English. According to Nation (2007), the language given to the students must be a little bit beyond the learner's current knowledge. Therefore, teachers must choose movie which contains quite long dialogues but contains most familiar vocabulary so students can understand the movie and later they can retell what they have watched and give their opinion related to the movie.*

Second, since in the previous discussion Nation (2002, p. 1) mentions that vocabulary is part of the teaching of the four skills, then the movie must be usable for speaking, listening, reading, and writing. The sound of the movie must be clear for listening because students' native language subtitle is not suggested. Therefore, the students can retell it orally for speaking assessment and reading related books to write response as reading and writing assessment.

Third, referring to Oliva (2009, p. 188), young people are those who leave children ages and enter adult ages. She adds that in this phase, students are dealing with transition from puberty to adolescence. Since most cases of morality usually happens during this transition, students need help related to their morality. Therefore, teachers must choose movie which is suitable to the students' age, so it will not be boring but help them to learn about the cause and effect of something. The movie has to help the students to keep themselves from the harm of alcohol and drugs for example.

The movies which can be used for teaching intermediate according to the requirements suggested above are teenager movies which fulfil the requirements above. For example *Do the Right Thing* (suggested by Cintron and Rowlands, 2014) *Harry Potter*, *Slumdog Millionaire*, *Terminator Salvation*, and *Avatar* (suggested by Jones, [esolcourses.com](#)).

Movie for Advanced Students

As has been explained in the previous discussion, advanced students in Indonesia according to the education grade, are mostly adults and those who are university students especially those in English department (see page 7). Ann (2014) states that teachers usually get confused to teach the advanced students since they must have mastered English as well as the teachers. However, Ann adds that even though they are advanced, it does not mean that they have mastered all aspects of English. They may need to develop their mastery in pronunciation/ accent reduction, writing and composition skills, grammar, editing and proof reading, reading, inferences, and academic vocabulary, academic listening and note taking, study of idiomatic language, fine tuning and cultural understanding, history of their new nation, film and books, or resume and job interview preparation.

From the aspects of English cited by Ann, it can be seen that advanced students still need to learn vocabulary which can be said as part of all aspects of English listed by Ann. Movie can help in reaching the mastery in pronunciation/ accent reduction, writing and composition skills, grammar, study of idiomatic language, and fine tuning and cultural understanding.

Based on advanced students' needs, teachers have to find movie which can suffice such needs. Therefore, requirements are important for guiding teachers to choose appropriate movie to teach advanced students.

First, since advanced students in Indonesia is matched to the fifth level on [Alberta K-12 ESL Proficiency Benchmarks](#), extending *students (see table 1)*, then these students need to be provided with support and instruction to understand literature and cultural references, word choices and sophisticated grammatical structures. Therefore, teachers must choose movie which contains references for cultural understanding and literary studies. Beside that, the movie has to provide opportunity for the students to study word choices and idioms.

Second, since vocabulary is part of the teaching of the four skills (Nation 2002, p. 1), then the movie has to be able to help the students improve the skills they have not mastered. For example some advanced students may be advanced in speaking but still need more practice in writing. Movie can help improving the students critical thinking so after watching movie, they can get idea of writing their critics about the movie by using literary criticism. It can be that students are great in writing but their English pronunciation is still influenced by their mother tongue. Watching English movie while listening to the pronunciation of the native speaker as the actor in the movie can help to fix this problem.

Based on the requirements above, teachers can choose movie such as *Sleepless in Seattle*, *The adventure of Robinson Crusoe*, and *Father of the Bride*.

Steps to Teach Vocabulary Using Movie

Different kinds of students level does not only require different kinds of movie to teach vocabulary but also the different steps of using movie to teach vocabulary. After knowing the requirements of suitable movie for teaching students according to the level of English proficiency, now, teachers need to know the steps to teach vocabulary using movie according to the level of English proficiency.

The steps of teaching vocabulary below is in form of lesson plan based on the combination between Triple P Approach and Hammond's Model of language teaching. The writer chooses Triple P because it is easy to conduct and match to Hammond's Model of language teaching. Beside that, since the goal of using movie here are to help students increasing their number of vocabularies and to help them study in an interesting learning environment, Triple P which is simple and easy-to conduct-approach will be suitable. However, it is possible for teachers to use other approach in implementing the use of movie in teaching vocabulary.

Teaching Elementary Students

Lesson Plan of Teaching Vocabulary through Present Progressive Tense
(Presentation, Practice, and Production Format)

Indicators:

1. Understand Present Progressive tense
2. Use Present Progressive Tense

Objectives:

1. Students are able to understand Present Progressive tense
2. Students are able to use Present Progressive Tense

Learning Materials:

Mr. Bean Short Cartoon Movie

Activities:

Presentation (building knowledge)

Teacher stimulates students by asking present progressive questions.

Presentation (modelling of text)

1. Students watch Mr. Bean cartoon short movie about Present Progressive.
2. Teacher replays the movie and pauses it on each sentence and read it followed by the students.
3. Students answer questions related to the movie given by the teachers in form of Present Progressive.

Practice (joint construction of text)

Students is guided by teachers to use the previous vocabulary by changing the character

Production (independent construction of text)

Students use present progressive to tell what his friend is doing

Source:

Mr. Bean Cartoon Short Video (you tube)

Assessment:

Answer the questions based on the story in the movie.

1. What happened when Mr. Bean is sleeping?
2. How is Mr. Bean stopping the workers?
3. Why are the workers running?
4. Where is Mr. Bean now?
5. What is he doing there?

Score Table:

Maximal Score

1. Questions and Answers
20 for each correct answer
100 for the total correct answer
2. 100 for being able to use the vocabulary in the movie
3. 100 for being active in questioning and answering

$$\text{Final Score} = \frac{\text{total score of all sections}}{3}$$

Teaching Intermediate Students

Lesson Plan of Teaching Vocabulary through Descriptive Text
(Presentation, Practice, and Production Format)

Indicators:

1. Describe things
2. Describe person

Objectives:

1. Students are able to describe things
2. Students are able to describe person

Learning Materials:

Harry Potter Movie

Activities:*Presentation (Building Knowledge)*

Teacher gives questions related to the description of people and things

Presentation (Modelling of Text)

1. Teacher plays one part of Harry Potter movie and pause it when the character of Harry appears.
2. Teachers gives description of Harry.
3. Students watch the whole part of the movie.

Practice (Joint Construction)

1. Each student chooses one character in Harry Potter movie and describe him or her orally in the group of four.
2. Still in group of four students write the description of the setting

Production (Independent Construction)

1. Students describe his or her favourite person
2. Students write the description of their classroom

Source:

Harry Potter Movie (You tube)

Assessment:

1. Choose one character in Harry Potter movie and describe him or her orally in the group of four.
2. Write the description of the setting
3. Describe your favourite person orally
4. Write the description of your classroom

Score Table:

Maximal Score

Character Description

50 for correctly describing the character with correct grammar

20 for being fluent in describing the character

30 for having good pronunciation

Setting Description

30 for correctly describing the setting

70 for conducting good paragraph

Implication

50 for being able to implement the way of describing things and people

50 for using a lot of new vocabularies

Attention and Engagement

100 for being active in questioning and answering

$$\text{Final Score} = \frac{\text{Total scores of all sections}}{4}$$

Teaching Advanced Students

Lesson Plan of Teaching Vocabulary through Cultural Studies

(Presentation, Practice, and Production Format)

Indicators:

1. Understand cultural variety
2. Respond to cultural variety

Objectives:

1. Students are able to understand cultural variety
2. Students are able to respond to cultural variety

Learning Materials:

The Adventure of Robinson Crusoe Movie (You Tube)

Activities:

Presentation (Building Knowledge)

Teacher gives questions related to cultural diversity

Presentation (Modeling of Text)

Students watch Robinson Crusoe Movie

Practice (Joint Construction)

Students share opinion about cultural diversity related to the movie.

Production (Independent Construction)

Students write response about cultural diversity related to the movie.

Source:

The Adventure of Robinson Crusoe Movie (You Tube)

Assessment:

1. Discuss the meaning of cultural diversity based on the movie.
2. Write your response by relating cultural diversity and the movie.

Score Table:

Maximal Score

Critical Thinking

100 for giving useful opinion

Good Response

100 for giving response with good word choice and academic vocabulary

$$\text{Final Score} = \frac{\text{Total scores of all sections}}{2}$$

CONCLUSIONS

In order to fulfil the needs of enlarging vocabulary size and enjoyable English class, teachers can make use of movie. Researches prove that using movie to teach can help students increase the number of their vocabulary and attract their attention to engage with the teaching and learning process.

In using movie to teach vocabulary, teachers need to consider their students' level of English proficiency. This consideration is important to help teacher choose the suitable movie to teach according to the requirements of movie for each of students' level. The steps of using movie are also different depends on the students' level. Therefore, teachers have to be aware of these differences.

In relation to the scope of the research, since this research is a library research, it is recommended that the further researches will observe more in the field so there will be more evidences of the beneficial and useful role of movie to help teaching vocabulary.

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You Tube

BIODATA

Heidy Wulandari is a lecturer in English Study Program of STKIP Soe. She received a bachelor’s degree in English Education from Nusa Cendana University and a master’s degree in English Language Studies majoring English Education from Sanata Dharma University. She is interested in English Language Teaching and Linguistics.

THE EFFECT OF ENGLISH DAY POLICY ON THE LANGUAGE ACQUISITION OF PUBLIC SERVANT IN EAST NUSA TENGGARA PROVINCE

Maria Gracea C. Astrid¹⁾, Jos Bire²⁾, Santri E. P. Djahimo³⁾

Corresponding Author: Santri E. P. Djahimo (sunthree_dj@yahoo.com)

English Department, Nusa Cendana University

ABSTRACT

English Day Policy in Nusa Tenggara Timur Province has been implemented since early 2019 based on Governor Policy No.56/2018. The regulation was subjected to advance the English communication skills of public servants, in every sector, especially in the government service institutions. English has been occupied on Wednesdays, from the morning inspection, national ceremonies, meetings and casual communication, at all levels. English is also used in non-verbal communication, such as emails, text messages, chat messages and written memo within the institution. The trends of using English become higher in the groups of graduates from outside Indonesia and higher position of government's staffs. This article aims at describing the effect of English Day Policy on the language acquisition of Public Servants in Government Office. The data were gathered by interviewing several public servants at government institution in NTT Province. The data were analyzed by using descriptive qualitative method based on the language planning theory proposed by Cooper (1989). The result showed that the effects of English Day Policy among public servants included: code switching, uncertainty and acquisition of uncommon expressions.

Keywords: *English Day, Language Planning, Language Acquisition*

INTRODUCTION

Indonesian (Bahasa Indonesia) is the national language in Indonesia, however, there are several hundred languages spoken in Indonesia which have an Austronesian base. Ministry of Education and Culture has conducted a survey on 1991-2017 and identified 652 languages from 2.452 location on in Indonesia. There are 68 languages that are used in Nusa Tenggara Timur. Besides traditional and local heritage of languages, Indonesia has a lot of experience in the field of foreign language. Bire (2016) wrote that Dutch, French and English were the first foreign language that put in Indonesia curricula until Japanese colonized Indonesia and banned all of the languages. After Indonesia Independence Day, the Japanese language was no longer available in Indonesia. Since English dominated trading, transport, foreign affairs, science and technology, Indonesia began to include English in curricula from Junior High School to University. The impact of International trade and communication makes English the first foreign language in the country since 1940 up to the present. The aim of teaching English as a foreign language is reading oriented to help Indonesian students to deal with 90% of University library books. In order to maintain the use of Indonesian in the archipelago and the future of national language, two years after independence, the youth chose Indonesian as the national language. Since then, the Indonesian Government established an Institution of Indonesian Language and Literature.

The act of influencing citizen to use one particular language often called language planning. Language planning refers to 'deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes' (Cooper, 1989, p. 45). There are three goals that involved in language planning: status planning, corpus planning and acquisition planning. Status planning is political by nature, attempting to gain

more recognition, functions and capacity for a language. By maintaining use in, and sometimes spreading into new language domains, a language may hopefully be secured and revitalized (e.g. official use of that language in courts of law, local (regional) and central government, education, mass media and as many public, private and voluntary institutions as possible) (Baker, 2001). Status planning can be inferred as the effort of government in maintaining the importance of one language in relation to others and extended as languages varieties to some function, such as: the medium of instruction, the official language or media communication. Briefly, status planning concerning the social standing of a language. Gorman, as cited by Cooper (1989), defined language allocation as *"authoritative decisions to maintain, extend, or restrict the range of uses (functional range) of a language in particular settings."* Corpus planning can be referred to as the planning of language for the purpose of language structure arrangements. Corpus planning often executed by an expert in linguistics as a result of language evaluation in desired functions. Kloss (1969), the first linguist that identified the term corpus planning, stated that it deals with regard to languages that some agencies or people are trying to change the shape or the corpus by proposing or prescribing the introduction of new technical terms. Later, Spolsky (1998) in Baker (2001) stated when corpus planning is about purity and normalization, there is a danger that linguistic policy becomes political, with power and status going to those with the purity of language. Acquisition planning is referred to the efforts to influence language production in a family, at school or at certain areas that bounded with specific rules. The acquisition planning becomes the solution when there is a shortfall in minority language within a community. Where families started to use majority language, school and other institution become the principal means to keep the language alive. In the case of English Day policy in Nusa Tenggara Timur, the acquisition planning subjected to the English communication skills of public servants and tourism actors. This is in a line with what has been stated by Hornberger (2006) that,

We may think of status planning as those efforts directed toward the allocation of functions of languages/literacies in a given speech community; corpus planning as those efforts related to the adequacy of the form or structure of languages/ literacies; and acquisition planning as efforts to influence the allocation of users or the distribution of languages / literacies, by means of creating or improving opportunity or incentive to learn them, or both (Hornberger, 2006: 24).

Regarding English Day policy that is already implemented for several months in Nusa Tenggara Timur, it is fair to revisit the proposed outcome of the policy itself. There are numbers of pros and cons criticism towards the policy publication and implementation. The effect of the implementation of this policy on English language proficiency has not been determined. Therefore, the writer will explore more on the acquisition of English as the effect of using English on specific days at a government office (BAPPEDA Province NTT).

METHOD

The writer uses qualitative method in gathering data for the purpose of this paper. There are five persons, two women and three men, that have been interviewed informally. Some open ended questions were asked in order to explore the information. The questions include:

- How the implementation of English Day Policy was implemented in BAPPEDA Province NTT?
- What are the common utterances that used by the speakers? How was the response?
- Who are the actors involved in the implementation of English Day Policy?

- In what occasion English was used as a means of communication among the staffs at government institution, especially in BAPPEDA Province NTT?
- Do you think English Day Policy have a good impact on the mastery of English in the casual communication? In what extent?

Other questions were established based on the answer given by the respondent.

Second Language Acquisition in Adults

Second Language Acquisition (SLA) is a branch of Applied Linguistics which studies the process by which people develop proficiency in as second or foreign language (Bire, 2017). SLA researchers examine how communicative competence-the ability to interpret the underlying meaning of a message, understand cultural references, use strategies to keep communication from breaking down, and apply the rules of grammar-develops in a second language (Moss, 2003). In brief, second language acquisition is a proses of acquire new language after the acquisition of first language.

There are several perspectives in researching SLA, namely Psycholinguistic perspective, sociolinguistic perspective, neurolinguistics perspective, classroom research and bilingual research. The variability in the research include young and adult learners in various periods of time, and in different second language acquisition context (Bire, 2017). This paper will discuss mainly from sociolinguistic perspective since it dealt with language planning.

Moss (2003) differed several fields that enabled researchers in exploring the SLA; 1) Linguists emphasize the characteristics of the differences and similarities in the languages that are being learned, and the linguistic competence (underlying knowledge) and linguistic performance (actual production) of learners at various stages of acquisition. 2) Psychologists and psycholinguists emphasize the mental or cognitive processes involved in acquisition, and the representation of language(s) in the brain. 3) Sociolinguists emphasize variability in learner linguistic performance, and extend the scope of study to communicative competence (underlying knowledge that additionally accounts for language use, or pragmatic competence). 4) Social psychologists emphasize group-related phenomena, such as identity and social motivation, and the interactional and larger social contexts of learning.

Most of second language acquisition happened during childhood period, therefore researching SLA in adulthood is challenging. Taken from sociolinguistic perspective, researching SLA in adults should involve culture, language and education factors that enables adult in acquiring second language. It became another challenge due to the mobilization and varied learning context of adulthood. Another fact, which added the frustration of this issue, is the plasticity of human's brain after puberty. Adults pick up language through conscious and subconscious way. Therefore, learning and acquisition hypothesis can be drawn from the process (Brown, 2007; Bire, 2017; Moss, 2003).

English Day Policy in Nusa Tenggara Timur

Nusa Tenggara Timur Governor has legalized a policy regarding the use of English in active communication within the province. It was documented through Governor Policy No.56/2018 about English Day and effectively implemented since early 2019. According to the document, the main reason behind the development of the policy is the development of human resources in using English among public servants, tourism actors and citizen of Nusa Tenggara Timur. It was also described in the document that people should use English on Wednesdays, in

every sector, especially in the government service institutions. The policy also stated that there will be several warnings and rewards settings in the implementation.

The rationale behind the policy development was quite clear, that is to let the public servants learn English subconscious way by using it as communication language during a day. The policy also highlighted the importance of formal education as it described in the warning settings. The question appeared, when it came to the implementation. English is used as a means of communication among non-native speakers, that is, the language rules might be out of sight. On the other hand, Roberts & Street (1998) in *The Handbook of Sociolinguistic* raised the research by a National Institute for Adult Education that noticed the major issue raised by (adults) students was of “confidence” rather than of literacy skills in themselves: Many had found difficulty at school for a variety of reasons (health, moving schools, stigmatization by teachers, etc.) and had a poor self-image educationally.

Comments against English Day Policy

It only required a couple hours to make this issue as public appeal when most of the people in social media use English, or joke involved a code-switching English and Bahasa Indonesia or local language. Institution of Indonesian Language and Literature responded to the policy through action statement letter that published in the local newspaper on February 1, 2019, two days after the implementation of English Day. The response letter focused on the law of using Bahasa Indonesia. It also came with several recommendations for the government, namely to revisit the English Day policy and law enforcement in using Bahasa Indonesia (Ola Keda, 2019).

Aligned with the response letter from Institution of Indonesian Language and Literature, Maryanto, an expert on Language Politic, stated that Bahasa Indonesia should be the main language in every sector, from the government institution to the community's levels. Maryanto also highlighted the consideration of the development of the policy, that is strengthening the tourism sector. There was a top four world tourism index according to the 2017 World Economic Forum, namely Spain, France, Germany and Japan. Those countries have their own national language without any specific policy about English as the main language (Maryanto, 2019). On the other hand, LPMP (Institution of Education Quality) supported the implementation of the policy. It is an opportunity for all public servants and people to use English (Buana, 2019).

Language policy in Indonesia has to contend with a highly multicultural and multilingual society. English, its status, and its role or function in the functioning of the nation and in education, in particular, has to be seen against the backdrop of where it takes a place in the third of three main categories, Bahasa Indonesia, the regional vernaculars, and foreign languages (Lauder, 2008). Therefore, the implementation of “English Day” policy in Nusa Tenggara Timur should be executed carefully with the consideration on the nationalism, work effectiveness and safety aspects. Tuschman (2012), in his article titled *“English-Only Policies in the Workplace: Are They Legal? Are They Smart?”*, suggest that English-only policies are unlawful if adopted for a discriminatory purpose or if applied to one minority group but not another and may only be justified by “business necessity.” Additionally, Lauder stated that

The discussion of what role foreign languages in general and English in particular should play in Indonesia's national language policy has been framed since early on using the metaphor of English as a tool (alat) which is to be made use of by Indonesians to bring in selectively specific information, knowledge and technology that would accelerate development. Development is nationalistic, patriotic. English is essential but the role that English be allowed to play is restricted to its utilitarian value in accessing information that can promote economic growth (Lauder, 2008:27).

FINDINGS AND DISCUSSION

The English Day Policy was implemented since January 30, 2019. The implementation involved all public servants at the government institution in Province NTT. At the first day, English was used almost in every occasion, from the morning inspection, national ceremonies (*upacara bendera*), meetings and casual communication, at all levels. English also was used in non-verbal communication, such as emails, text messages, chat messages and written memo within the institution. The trends of using English become higher in the groups of graduates from outside Indonesia and higher position of government's staffs.

Code switching

There was found code switching in Indonesian, English, and local minorities language. The code switching utterances were found in verbal and nonverbal communication.

Example: "How are you, *bo'i*?". *Bo'i* is a local word from Rote Island that means "lovely".

The sentence was used correctly to ask someone's condition but there was a combination with local language. When asked further the reason of use such expression, the respondent thought it could be the form of jokes instead of purely asked about someone's condition.

The sentence was formed based on the background knowledge of the speaker. While the sentence tag was acquired subconsciously to replace someone's nick name (sir/madam/son/kid).

Uncertainty

Some of the speakers prefer not to utter a word or sentence during the day and some of them prepared a written note when they required to talk with the supervisors. The reason behind the uncertainty is basically the lack of background knowledge in using English.

Acquisition of uncommon expression

According to the respondent, the common expressions among them for example: "Thank you.", "Sorry.", "Excuse me.", "How are you?", etc.

The uncommon expressions, for example: "Let us pray", "What can I do for you?", "Let me explain.", "Are you sure?", etc.

All of these uncommon expressions were acquired by some speakers through the communication with other experienced speakers.

CONCLUSIONS

English day in Nusa Tenggara Timur could be categorized as a social change movement that promotes the growth of human resources capacities in the region. Although it drove many pros and cons comments, it is still having a chance to be implemented according to the

proposed outcomes in the first place. There are numbers of nationalism and linguistic “threats” if it fails to be implemented accordingly. Cited Tuschman’s statement, before adopting an English-only policy, employers (government, in this case) should carefully consider the necessity of such a policy, the risks of a legal challenge, and the effect on employee morale.

There were limited language acquisition as the effect of this policy. Therefore, it can be inferred that in the adulthood, language must be balanced with the formal education. The communication between non-native speakers merely triggered another ambiguity and language problem. In order to investigate the proper implementation of the policy, the writer suggests further research that measures the effectiveness, challenges and opportunity in implementing the policy. Second language acquisition in another institution which involved adolescence and children. The research may involve selected actors from public services, tourism entrepreneurs, journalists, students, etc.

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BIODATA

¹⁾**Maria Gracea** is currently studying English Education at Nusa Cendana University, Graduate Program. She lives in Kupang, Nusa Tenggara Timur and currently working for one of International Non-Governmental Organisation. She is interested in English education, Translation Study and Child and Youth Education.

²⁾**Prof. Drs. Jos Bire, MA, MEd., Ph.D.** is currently a lecturer at the English Study Program, Faculty of Teacher Training and Educational Sciences, Nusa Cendana University, Kupang, NTT.

³⁾**Santri E. P. Djahimo, S.Pd., M.App.Ling., Ph.D.** is currently a lecturer at the English Study Program, Faculty of Teacher Training and Educational Sciences, Nusa Cendana University, Kupang, NTT.

THE STUDY OF WRITTEN ENGLISH ERRORS MADE BY UNDERGRADUATE MANAGEMENT STUDENTS IN INDONESIA: A CASE STUDY

Salmon Pandarangga
Universitas Kristen Wira Wacana Sumba

ABSTRACT

This study conducted to investigate the English language errors produced by undergraduate Management students of Christian University of Wira Wacana Sumba. There were 61 students who were involved in this research. Even though those students had just taken English course in the University and learnt it for so many years in High School, they still had some difficulties in writing English. This study focused on the grammatical errors made by these students and categorized these errors according to the subject verb agreement, sentence structure, singular/plural, articles, verb, preposition, singular/plural, punctuation and spelling. In collecting the data, the students were asked to write 2 short paragraphs with a maximum of 100 words each of their and their family's daily activities in simple present tense. The students' written texts afterwards were analysed against the grammatical rules of English. The study revealed that these students made errors in the area of subject-verb agreement, punctuation, spelling, sentence structure, verb, article, singular/plural, and preposition. The findings of the study revealed that errors occurred because of lack of adequate knowledge, exposure and practice in using the TL. In other words, the students need to be widely exposed to the knowledge, systems and rules of English.

Keywords: *Error Analysis, Grammatical Errors, Types of Errors, Rules of English*

INTRODUCTION

Knowing more than one language meant that people learnt to acquire another language as a second language. Learning a second language was different from acquiring the first language in terms of the characteristics, environments and learning conditions of first and second language acquisition (Lightbown and Spada, 2012). They gave example, young child who acquire the first language was different from those who learn second language in schools or in universities or those immigrants who had limited second language education or no opportunity to learn language classes. Like first language acquisition, as they further added, second language acquisition required people to learn rules, styles, forms and meanings which were different from their native language. There were a lot of second languages chosen and learnt by people around the world. One of second languages was English. This language was one of the compulsory subjects for students in most countries (Hammer, 2007). The students had to learn all the English basic skills such reading, listening, speaking and writing.

From all the four basic skills, writing was one the most important basic skills in learning English. Students needed to express their feelings, ideas and arguments in well-constructed text. In writing, students were expected to have wider and rich vocabularies, grammatical correctness e.g. right tenses, prepositions, articles and collocations and the ability to express thoughts in different situations and variations in styles (Feak and Swales, 2009). The students needed to have the ability to identify, describe, compose and develop logical arguments, which were important for a written text to be clear and intelligible.

However, according to Harris and Cunnigham (2000) as cited in Aperoch (2017) English writing had been one of the most challenging skills for second language students around the world. Lightbown and Spada argued that the students had think and formulate the ideas in

their first language and translated them into the second language in which this mental-work process led the students to make some errors in producing their written text. These kinds of errors in English writing happened, as they believed, because the students' proficiency and competence in second language acquisition were still low and inadequate. They were not fully equipped and exposed to the target language (TL) proficiency e.g. to write error-free and comprehensible English written text despite the fact that these students had learnt English for so many years. It was therefore not surprising that those students commit a lot of grammatical errors in composing a text in English. According to Richards and Schmidt (1992) as cited in Atac and Tasci (2018) grammatical errors were the phrases, clauses or sentences that broke the rules of a language grammar.

Some theorists (Ellis, 1994) claimed that these grammatical errors happened because of the transfer knowledge from the learners' native language knowledge to the TL. They continued that the errors were strongly related to the first language interference and also the students didn't fully understand the TL's rules. On the other hand, others argued that these errors occurred as learners' efforts to systematically to form new systems of a language in which the new systems were somehow different either from the first language to the target one (Pandaranga, 2014 as cited in Ellis). Ellis (2003) added that the errors were a process of learning the knowledge of the TL.

Richards (1971b); Burt, (1974); Lott, (1983) as cited in Ellis (1994) believed that some of the sources of errors were:

1. Interference errors occurred as the result of using some elements of the students' language while learning the TL. For example, when an Indonesian student of TL English says I like house blue because the equivalent sentence in Bahasa Indonesia was Saya suka rumah biru. In Bahasa Indonesia the adjective biru always came after noun rumah.
2. Transfer of structure occurred because the students of TL tended to utilize some of the students' language features to the TL.
3. Overgeneralization errors occurred when the students made deviant structures on the basis of other structures in the TL. For example, He sing while in English had to be He sings
4. Errors of omission was when TL students did not put a word are that needed to be in TL sentence e.g. My brothers swimming
5. Misinformation or Substitution was when TL students put the wrong form of a structure e.g. when they put the wrong time signal in a sentence such as The monkey usually eat banana yesterday
6. Incomplete application of language rules because TL students failed to fully understand and developed the structure of TL. For example, You like to banana instead of using Do you like banana? as the rule of interrogative word order.

There are some different categories of errors based on grammatical rules of English (Svartvik & Sager, 1996 as cited in Taher, 2011) and (Dullay, Burt, and Krashen, 1982 as cited in Abdullah, I.T.H, 2013).

- Verb related errors. Some of the errors occurred because the TL students missed a verb. For instance, I breakfast every morning. The sentence was not clear because of missing verb. It needed to add verb eat. The correct sentence was I eat breakfast every morning.
- Subject-verb agreement errors. Some TL students still had some difficulties related with subject-verb agreement. For example, I am drink a cup of tea every

morning. It needed to omit am as it did not agree with the subject and verb of simple present tense.

- Preposition errors. TL students still mistakenly used of preposition. The preposition at in sentence I live at Indonesia was not correct because the preposition at needed to replace with in.
- Article errors. The TL students were still confused to use *a* or *an*. The TL students used an hour instead of a hour. It occurred because the word hour started with consonant letter but pronounced in vowel sound.
- Spelling errors. TL students tended to use wrong spelling. For example, My father drinks two cups of coffi every morning. The correct spelling was coffee.
- Punctuation errors. TL students did not use the punctuation properly. For example, every morning my sisters dona and dina go to school. TL students did not use capital letter for word every, dina, and dona and there was no comma after every morning. The correct one was Every morning, my sister, Dona, and Dina go to school.
- Sentence structure errors. TL students used unclear and incomprehensible sentence which against the rules of language. For example, they football eaten possible everyday.
- Singular/plural errors. TL students did use singular/plural properly. For example, I drink a water. Water was uncountable noun so it did not need a before the word water.

In order to have better understanding of the students' errors in writing sentences, Corder and his colleagues in 1960s (Ellis, 1994:48) introduced an important analytical tool in research that could be used to study errors in writing which was known as Error Analysis (EA). Corder (1974) as cited in Ellis (1994) explained EA as steps in collecting sample of errors and identifying, describing and explaining the sample of errors. It was important to point out that EA was not only about identification and description of errors but also explanation of why errors were produced. In other words, EA could provide useful information of how much the students had learnt or understood the grammatical knowledge of TL and also helped the students to correct their errors (Krashen, 2009).

After doing research on Jordanian undergraduate students, Al-Khasawneh (2014) showed that the students had committed some errors such as spelling, word order and subject-verb agreement and the most frequent errors made were the improper use of English articles. Moreover, English proficiency among the Jordanian students was still far from satisfaction particularly in writing skill. Similarly, some studies revealed that grammatical errors were still found in some countries e.g. Thailand, Bangladesh, Libya, Nigeria, Philippines where English considered as second language ((Hamed, 2018); Ngadda & Nwoke , 2014); Sattayatham and Ratanapinyowong (2008); Aperocho). Their studies revealed that most of the students in these countries still had hard time in using English grammar in their writing skills.

Sugeng (2016) concluded that grammatical errors in Indonesian undergraduate students from English study programs were still common regardless of 6 years learning English classes. The students make the 3 types most frequent errors in the usage of verb group, finite verb and subject-verb concords. It also showed that grammatical errors were not only made by students of non-English study programs but also those in English programs.

The importance of this study lied in the fact that grammatical errors committed by the students could be decreased if the errors were known and anticipated. Identification and explanation of errors could provide crucial information to the teachers and students the evidence of frequent errors made and why they happened. It was argued that solving the students' errors in writing skill could help to improve the quality of English writing. From my personal experience as a second language English teacher for more than 5 years, it was observed that the most frequent existing errors produced were in the areas of subject-verb agreement, singular/plural, verb, articles, punctuation and spelling particularly in the usage of simple present tense. Therefore these areas were the main focus of this research.

Like many universities in Indonesia, English language course was not the core subject for non-English major students at Wira Wacana Sumba Christian University (Unkriswina Sumba) but the subject had to be taken. The subject usually offered in 1 semester only with 4 credits. As one of the mandatory subjects, students had to take English because the goals of taken this subject was to increase the students' English skills e.g writing for academic, professional, and private purposes.

However, the result was far from satisfaction. Based on my personal experiences as English teacher for non-English major students in my university, the level of English proficiency was still low and the students still had difficulty to write effectively. It was noted that teaching English for non-major students was very challenging because the students only focused on their core subjects and they just wanted pass the subject even with average grade.

Because of these existing issues, the purpose of the study was to find out and understand the grammatical errors produced through EA in order to improve the way TL was learnt. Specifically, the main objectives of this study were to investigate the grammatical errors made, to identify the most frequent of errors committed and the reasons why the errors made by the undergraduate Management students at Unkriswina Sumba in Indonesia.

By achieving this purpose of this study, it could help to have the best solution to correct the students' grammatical errors, provide crucial information to the English teachers how to deal with the errors made and improve the writing English of these students. This study sought answer to the following research questions:

1. What types of errors made by the undergraduate Management students at Unkriswina Sumba in Indonesia in when writing English text?
2. What were the most frequent errors produced by the undergraduate Management students at Unkriswina Sumba in Indonesia in when writing English text?
3. Why did the undergraduate Management students of Unkriswina Sumba make the errors?

METHOD

The subjects of this research were 61 undergraduate Management students of Christian University of Wira Wacana Sumba who had just already taken and passed the English course in their third semester in the academic year 2017/2018. The subjects were both male and female and with the age range from 19 to 23 years old. All the subjects were selected randomly and they all had homogeneous backgrounds in terms of education, linguistic and socioeconomic.

This study was qualitative and quantitative. The qualitative used the method of content analysis to collect, analyse and summarize the research result (Cohen, 2008). Cohen added

that this method mainly focused on any written texts e.g. on language and linguistic features and meaning in context. This method was mainly used in social sciences research. Quantitative method (Cohen, p. 501) was used in this study because it provided numerical data of frequent errors made.

For the instrument of this study, all the participants were asked to spend their time less than 1 hour to write 2 short written texts with no more than 100 words for each text. The participants were asked to feel free, with no pressure, to write 2 descriptive written texts about their and their family's daily activities. It was obvious that these writing texts provided vivid picture of the students' grammatical errors

After checking and collecting the samples, the 61 samples were analysed for identification and description of errors. The detail procedures of data analysis in this study used EA methods (Corder, 1974 as cited in Ellis and Barkhuizen, 2005: 57). The procedures were:

1. collection of writing samples. After completing the written texts, all the participants were asked to collect their writing results. In this stage, it was important to collect relevant data for the purpose of the research and the research questions that need to answered.
2. identification of errors. After collecting all the written texts, all the grammatical errors were identified and grouped all the errors words, phrases and sentences into types of errors. In this stage, all types of errors manually quantified by numbers and ranked all the errors in order to find out the frequency of occurrence of different types of grammatical errors
3. description of errors. In this stage, all the errors were described against the grammar rules of the TL. In other words, it needed to specify the difference of students 'errors to the TL rules
4. explanation of errors. This stage was the most important part of EA as it tried to explain why the errors were made. Some researchers proposed different factors to explain the causes of errors. Some of the factors were:
 - interference errors – the use of some grammatical rules of native language to the TL.
 - intralingual errors – incomplete use and failure to apply of grammatical rules of the TL
 - developmental errors – the attempts to use the TL on the basis of limited experience of the TL rules.

FINDING AND DISCUSSION

To answer research question number 1, the findings revealed that students made different types of errors.

Table 1. types of errors made by the students when writing English text

Number	Type of errors
1	Subject-verb agreement errors
2	Verb errors
3	Article errors
4	Punctuation errors
5	Spelling errors
6	Singular/plural errors
7	Preposition errors
8	Sentence structure errors

As shown in table 1, the result showed that the Management students at Unkriswina Sumba had made several types of errors. These errors were subject-verb errors, verb errors, article errors, punctuation errors, spelling errors, singular/plural errors, preposition errors, and sentence structure errors. These types of errors committed by the students, as stated by Ellis (1994), provided crucial information of how much the students had learnt the TL. The findings also informed that these errors occurred because of incomprehensibility of the grammatical rules and the writing mechanics.

It was noted that there were small number of other types of errors found in this study such as word choice, word order, conjunction, adjective, pronoun, adverb, modal verbs, and others. These errors were not included in this study because of small number of error occurrences. The main reason of small number of error occurrences was that the students were limited to write their daily activities which were expressed in simple present tense.

To answer research question number 2, the findings showed the most frequent errors made by the students.

Table 2. The most frequent errors made the students when writing English text

Number	Type of errors	Ranking	Frequency	%
1	Subject-verb agreement errors	1	501	39 %
2	Punctuation errors	2	337	27 %
3	Spelling errors	3	170	13 %
4	Sentence structure errors	4	89	7 %
5	Verb errors	5	83	7 %
6	Article errors	6	47	4 %
7	Singular/plural errors	7	24	2 %
8	Preposition errors	8	20	2 %
			1.271	100 %

As seen in the table number 3, the students had made some frequent type of errors. The most frequent errors were subject-verb errors 39 % followed by punctuation errors 27 %, spelling errors 13 %, and sentence structure errors 7 %. The least frequent errors were singular/plural errors and preposition errors for 2 % each.

To answer the research question number 3, it would give explanation why these errors happened.

Subject-verb agreement errors

Subject-verb agreement was an English grammatical rule in which it required the subject and verb to agree (Carter, R., et.al, 2011). In other words, the number of subject (singular or plural) determined the verb (s) and the person (I, you, we, they, he, she, and so on). A singular subject had a singular verb but the plural subject had a plural verb. Some of the examples in simple present tense, as the main focus tense in this study, were

- I usually drink a glass of coffee every morning.
- They study English every Monday morning.
- He goes to campus every morning.
- She plays badminton every Sunday morning.

In the examples, the subjects I and They agreed with the verbs drink and study; and the subjects he and she agreed with the verbs goes and plays.

It was shown in the findings that almost 39 % of the most frequent errors of simple present tense made were subject-verb agreement. Some of the examples of errors made and the correct form were:

Table 3. The erroneous and correct forms of subject-verb agreement

No.	Erroneous form	Correct form
1	I <u>am</u> study every night	I <u>study</u> every night
2	My brother <u>wake up</u> every morning.	My brother <u>wakes up</u> every morning
3	My sister always <u>watch</u> a film	My sister always <u>watches</u> a film
4	My grandmother <u>working</u> in the field.	My grandmother <u>works</u> in the field
5	My mother <u>get's up</u> every morning	My mother <u>gets up</u> every morning.

The finding showed that the student had wrongly added – am, - ing and comma in the sentences number 1, 4 and 5. The adding of –am, -ing, and comma in the sentences 1, 2 and 5 did not agree with the subjects and verbs of simple present tense. On the other hand, the students did not added –s and –es to the verbs wake up and watch to agree with the 3rd singular subjects my brother and my sister in the sentences number 2 and 3. It seemed that most of the students had difficulty with subject-verb agreement of simple present tense even though it was the minimum requirement when the students started learning English. Presumably, the students had not learnt well the rules of subject-verb agreement. It was believed that if the students had learnt the subjects-verb agreement, they could have avoided this type of errors. Another thing, the students applied the grammatical rules of their native language e.g. Bahasa Indonesia to English as their TL (sentences number 2 and 3). The adding of inflection - s, - es to verb for 3rd singular subject in English did not exist in Bahasa Indonesia. In order to avoid or minimize the errors in subject-verb agreement, the students need to understand the concept of subject-verb agreement. For example, they could read a grammar reference book that could help them and make lots of practices. Another example, students could ask some helpful feedbacks related to subject-verb agreement to teachers. On the other hand, teachers also needed to make sure the students understand the concepts of subject-verb agreement by giving lots of practise.

Punctuation errors

Punctuation marks were set of symbol rules used in writing and their elements to clarify meaning. The most common of punctuation marks were capital letters, full stops, question marks, commas, colons, exclamation and quotation marks. Some of the punctuations were:

1. the use of capital letters to mark the beginning of a sentence and full stops to mark the end of a sentence e.g. I drink a cup of tea every morning.
2. the use of capital letters in the beginning of proper nouns, for example, personal nouns, public holidays, geographical places, days, months, nationalities and languages e.g. They learn English every Monday afternoon.
3. the use of commas to separate a list of similar words and phrase e.g. They eat rice, cakes, and every morning.
4. the use of punctuate times with full stops or colons e.g. The shop opens at 9.30 (or 9:30)

(taken from Carter, R., et.al, 2011, p. 430).

The findings showed that almost 27 % of students made punctuation errors. It was the second highest of error occurrences. Some of the examples of errors made and the correct form were:

Table 4. The punctuation errors and the correct form

No.	Erroneous form	Correct form
1	I study <u>English</u>	I study English.
2	They <u>Go</u> school every morning.	They go to school every morning.
3	I always go to campus every <u>sunday</u> , <u>tuesday</u> , <u>wednesday</u> , <u>thursday</u> and <u>friday</u> .	I always go to campus every Sunday, Tuesday, Wednesday, Thursday, and Friday
4	I like ice cream, apples, bananas and cakes, because they are sweet	I like ice cream, apples, bananas, and cakes because they are sweet.

The findings revealed that the students were not able to use properly the capital letters, commas, and full stops. The sentences number 1, and 3, for example, the word english, and sunday, tuesday, wednesday, thursday, friday had to use capital letters. The sentence number 1 also had to put the full stop. The sentence number 2, the word Go after subject They should not be in capital. The comma, sentence number 4, could not be used when the main clause came before the subordinate clause. It seemed that the students still failed to learn and use appropriate capital letters, commas and full stops and sometimes their sentences ran-on too long and were confusing. Presumably, they had not mastered yet the rules of the TL. Also, it was believed that the errors happened because of overgeneralization and incomplete application of the TL rules.

Spelling

Spelling was a sequence of letters that composed words. The main basic of spelling rules refer to prefixes, suffixes, doubling letters e.g. consonants or vowels, dropping and adding letters, verb forms and etc. Some examples of spelling:

1. a prefix normally put a letter or a group of letters at the beginning of word to make a new word. For example, dis + obey = disobey; inter + national = international; in + sane = insane
2. doubling consonants often double the final consonant of a letter (b, d, l, m) when a suffix beginning with a vowel is added (-ed, -er, -est, -ing). For example, rub + -ed = **rubbed**; red + -ish = **reddish**; travel + -er = **traveller**; slim + -ing = **slimming**.
3. noun e.g. table; house; computer; coffee; book
4. adjective e.g. beautiful; smart; clever; bright; good-looking
5. verb e.g. play; waited; drank; goes; watch

(taken from Carter, R., et.al, 2011, p. 497).

The findings revealed that 13 % of students made spelling errors. It was the third highest of error occurrences. Some of the examples of the spelling errors made and the correct form were:

Table 5. The spelling errors and the correct form

No.	Erroneous form	Correct form
1	I drink <u>wather</u>	I drink water
2	I drive my <u>morcycle</u>	I drive my motorcycle
3	I am <u>verry</u> happy	I am very happy
4	I study <u>statistic</u>	I study statistic
5	<u>famili</u> , <u>becaus</u> , <u>studi</u> , <u>coffe</u> , <u>broderr</u> , <u>singging</u> , <u>bussy</u> , <u>bicause</u> , <u>alway</u> , <u>gossip</u> , <u>everi morning</u> , <u>saldom</u> .	family, because, study, coffee, brother, singing, busy, because, always, gossip, every morning, seldom

This study showed that these students made several errors of spelling in writing. It seemed that the students had not yet learnt how to spell properly. Some of the errors happened because of omission of letters e.g. becaus; coffe or gossip or addition of letter e.g. singging, bussy or verry. It was likely that the students tended to spell the words to match with their native language pronunciations. In other words, the native language interference had much influenced how students spelled the TL words. Students who spoke or learnt Bahasa Indonesia tended to spell orthographically rather than phonetically. For example, the spelling famili, bicause, gossip, studi as made by the students in this study showed that how these words were spelled as they were pronounced. Unlike Bahasa Indonesia, some of the words in English were not always spelled as they were pronounced. It was probably the main reason why the students made errors in English spelling.

Pedagogical aspects

Errors reflected the mechanism of students learning process of TL and the essential roles of EA to make the teaching and learning of TL more effective. Some of the pedagogical aspects were: (1) to help teachers be more aware and understand the sources, types and reasons of errors commonly and frequently made by the students and therefore could best help the students to improve their language knowledge, (2) to focus on and teach the grammatical rules in explicit and meaningful way as well as appropriate corrective feedbacks during TL learning process e.g. high frequency exposure to frequent particular types of errors, (3) to give teachers ideas and knowledge to develop effective and appropriate teaching materials related to TL learning and its errors made by the students, (4) to be effective feedbacks for teachers to whether change or reconstruct their teaching techniques and teaching styles, (5) to help the students to revise the particular grammatical errors frequently made by reading reference books, doing more exercises, looking through writing examples of errors so the students could learn to correct them and taking notes of any feedbacks from teachers or other people who read the writing.

CONCLUSIONS

The study had revealed that the students made lots of grammatical errors with the 3 highest types of frequent errors such as subject-verb, punctuation, and spelling. The errors made occurred because of lack of adequate knowledge, exposure and practice in using the TL. It was therefore the students needed to be widely exposed to the knowledge and rules of English grammar. However, it was important to point out that errors made were a part of learning process and therefore was unavoidable for the students. Teachers needed to apply various teaching techniques and some readings related to TL grammar in order to encourage students to learn, master and practice rules of English grammar. A variety of techniques and lots of readings of TL could help to minimize the errors.

This study was conducted in limited number of samples and was only done among the management students in one semester. To generalize the results, it needed to involve other students from different majors in order to get more reliable and solid data. Also, the students' personal perspectives about errors and writing difficulties needed to be investigated.

It was therefore recommended for future study to include students' perspectives of why they made errors and in-depth exploration of teachers' interventions e.g. error correction towards errors made by the students.

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AN ANALYSIS OF FIGURATIVE EXPRESSIONS AND THEIR MEANINGS IN THE BOOK OF PSALM IN THE BIBLE OF THE NEW KING JAMES VERSION

Melkysedes Bali Ate
Nusa Cendana University, Kupang, NTT, Indonesia

ABSTRACT

This study aims at knowing: (1) the kinds of figurative expressions used in the book of psalm in the bible of the New King James Version (NKJV); (2) the meanings of the figurative expressions used in the book of the bible of the NKJV. The researcher used qualitative research method which involved a descriptive approach. Its research subject was the book of psalm in the bible of the NKJV. The book of psalm was chosen purposively and analyzed descriptively.

The results show that (1) the book of psalm in the bible of the NKJV is found using some figurative expressions namely, simile, metaphor, personification, de-personification, hyperbole, polisindeton, asyndeton, tautology, periphrases, antonomasia, anaphora, epistrophe, and symploche. Simile and hyperbole are the most dominant figurative expressions expressed in the book; (2) the meanings of the figurative expressions are also elaborated in the forms of table. It is found that there are associative meanings namely, connotative, social, affective, reflective, and collocative.

Keywords: *Figurative Expressions, Meanings, Book of Psalm, Bible, New King James Version*

INTRODUCTION

To know more, we have to learn more and absolutely we use at least a language in doing that. That is, therefore, acceptable that language plays a very crucial role in the totality of human life. That is, of course, obviously that whatever people do, they use language in their affairs, to express their thoughts and feelings to one another. In other hand, they need language in which they can communicate to each other. According to Bloomfield (1926) in Bustan (2014: 5), language is the totality of utterances that can be made in a speech community. Halim (1981: 21) in Bustan (2014: 6) also defines language as a highly complex form of symbolic activity, in such elements as words, affixes, word form, stress, intonation and word order, are fused in systematic ways to organize and communicate meaning. In this sense, it is the act of expressing ideas that can be done and learnt in oral and written way. That is as a means of communicating meanings, in other hand, also makes human being so different with other creations.

Dealing with the written way, everybody has their own way of expressing ideas or feelings in beautiful or in unique ways. Nowadays, it is not hard for us to find any kinds of figurative expressions in each book that we read. However, it is, of course, true that we also find it hard to distinct those figurative expressions whether that is a personification, simile or hyperbole. As Christians in particular, we will find so many literature or figurative expressions in the Bible. The book of Psalms in the Bible of the New King James Version is included as a kind of literature because the lyrics are language creation namely poem which contains of some personal feeling expressions. However, the case is that they, sometimes, comprehend them wrong that, of course, will lead them in different meanings from what the writer expects.

Considering those thoughts into account, this research is aimed at knowing (1) the kinds of figurative languages used in the book of psalm in the bible of the new king James version; (2) the meanings of the figurative language used in the book of the bible of the new king

James version. It is believed that achieving this aim may help the readers of the Bible to understand and to differentiate both the types and the meanings of figurative languages in the Book of Psalms in the Bible of the New King James Version.

THEORETICAL FRAMEWORK

Literature

Literature is considered as the expression of beautiful thought, ideas in beautiful language, fine thinking, and deep messages. Werren and Wellek (1956, in Otta, 2014:1) define literature as an imaginative work through language which contains esthetics. And also according to Moody (1987, in Otta, 2014: 2), he states that literature springs from our in born love of telling a story, of arranging words in pleasing patterns, of expressing in words some special aspects of our human experience. It comes from an imaginative thinking of the writer. That is, therefore, understandable to say that expressions used in literary work are, of course, very different than daily expressions. It is dealing with the use of language to evoke a personal response in the reader or listener (Lazar, 1993: 1).

Figurative Expressions

According to Tarigan (1985:5), figurative language is a manner to express ideas or feelings with the use of specific expressions to show attitudes of the author. In relation to this, Keraf (1984:112) points out that style or language style is known rhetorical speech. Then, he defines figurative language as a way to express ideas through unique expressions by looking to the character and attitude of the writer or the language user. That is, therefore, understandable that, in language, figurative language refers to the expression in which the meaning is more than the utterance itself. This is, in purpose, to build up both listener's and reader's mind in an aesthetics way of thinking, which, of course, can make the language shows its beauty in both oral and written forms. There are many kinds of figurative expression. In this research, the writer used the four categories of figurative expression that are successfully discovered, namely, comparison, opposition, association and repetition (Tarigan, 1985: 5).

Meaning

Generally, meaning refers to the relationship between symbol, concept and referent. It is in people's mind. Aristotle (in Semjun, 2014: 30) states that language is made up of three components: meaning, structure, and sound. He argues that meaning refers to of a smallest meaningful unit called morpheme, or of the biggest unit called discourse, is organized in a structure. In that sense, it is what a language expresses about the world we live in or any possible or imaginary world. Moreover, Leech, in his theory, (1976, 1981: 1, in Kasopa, 2017: 3-6) states that there are two kinds of meanings namely conceptual and associative. Dealing with associative, he claims that it refers to the expression that deals with the individual mental understandings of the speaker. It is also separated in five types namely, affective, collocative, connotative, social, and reflective. Affective meaning refers to the way of a speaker to communicate his/her feelings or attitudes to the listener. It tends to use interjections and polite words. Collocative meaning refers to the use of expressions that co-occur each other. Connotative meaning refers to the use of expressions that may have more meaning than the conceptual meaning, and that is also dealing with the speaker's background, culture, or society. Social meaning refers to request or advice for people around the speaker. Reflective meaning refers to the use of words or expressions that can refer to many possible meanings, that is, therefore, understandable that the context of the whole sentence to be understood well.

God is a divine being Who is holy and eternal. He, of course, takes control in every aspect of human's life. Human are nothing without God. The existence of human is because of His grace.

According to Stewart (1993:17), the Bible, on the other hand, says that mankind and the universe were created by an infinite personal God. God designed and created the universe out of nothing. The Bible says God has finished creating and the universe is now complete. Nothing new is being created. In that sense, God is the One who made us and, of course, that was how human race began. He prepared a place namely the Garden of Eden to live and gave breath into them to come alive. He was, of course, systematically created and blessed everything. The existence of human is not because of neither accident, nor evolution. Human is in the world for a reason, that is love. He gives human freewill to choose praising Him or not, which is meaning that He is not making them as robot. God's love is revealed through the Bible. Realizing that they are so loved by God, human choose to praise God everyday as they love Him as well. Mears (1970: 2) states that the Bible is one book, one history, one story, God's story. This means that this book speaks about the same Jesus from different ages and times of people. He claims that it portrays Jesus Christ, the Savior of the world. According to Stewart (1993: 28), the main reason Christians accept the Old and New Testament as the Word of God is the testimony of Jesus Christ. Jesus claimed to be God the Son and backed up His claim with convincing evidence. If He is the One Whom He claimed to be then He has the last word on every matter. As we survey the evidence we will discover that Jesus believed the Bible to be God's Word in both testaments. He taught that the Old Testament was God's Word and He "preapproved" the New Testament before it had been written.

The Bible is the Word of God. It is not a book like any other book. It was, of course, obviously written by men who were inspired by God, therefore, that is not fallible. It is in the line with Nelson (1982: ii), who states that the Bible is a book which is believed by the Christians containing God's Word. It is a remarkable, reliable, and readable book for the believers or Christians. The book of Psalms is a holy poem or song, especially one of the 150 collected together in the Bible. Moreover, the book of Psalms is created by some authors based on their life experiences in order to express about how great their God who leads their life every single day. The writers of Psalms are David (who is also called as the sweet psalmist of Israel), Moses, Solomon, Sons of Korah, Asaph, Heman, Ethan, Hezekiah, and "orphanic" (McGee, 1991: i). The New King James Version, which is, also called as NKJV, one of the publishers that are trusted well in translating the Word of God from Hebrew language. It is actually a revision of the King James Version (KJV). Its purpose is "not to make a new translation...but to make a good one better."

RESEARCH METHOD

This research is a qualitative one, which is, a kind of research in which researchers try to find a data in the form of document and describe it in such a way that the data will be well-understood (see, for example, Sugiyono: 2016; Latief: 2012; Setiyadi: 2006). The data studied in this research were about the kinds and the meanings of figurative expressions used in the Book of Psalms in the Bible of the New King James Version.

Its research subject was the Book of Psalms in the Bible of the New King James Version. The Book of Psalms was chosen purposively, that is, for such reasons as the Book's size which is not too much and it is quite enough for the researcher to do his study.

The research was done on March, April, and May 2019. The instruments used to get the data were document observation. That is, because of, the aims are about how to find the kinds and the meanings of figurative expressions existed in the Book of Psalms in the Bible of the New King James Version. The data were analyzed descriptively based on the research questions and research aims.

RESULTS AND DISCUSSION

Kinds and Meanings of Figurative Expressions used in the Book of Psalms in the Bible of the NKJV

Chapter	Kinds of Figurative Languages	The meanings
Chapter 2		
“Yet I have set My King On My holy hill of Zion. ” (verse 6)	Antonomasia	It deals with collocative meaning. My king co-occurs with man.
Now therefore, <u>be wise,</u> <u>O kings,</u> <u>Be instructed,</u> <u>you judges of the earth.</u> (verse 10)	Asyndeton	It deals with collocative meaning. My kings co-occurs with men.
Chapter 3		
But You, O Lord, are a shield for me, My glory and the One who lifts up my head. (verse 3)	Metaphor	It deals with reflective meaning. The writer refers his words to God in order to comfort and cover him.
Chapter 5		
Give heed to the voice of my cry, My King and my God, (verse 2)	Antonomasia	It deals with collocative meaning. My king co-occurs with man.
Chapter 6		
Have mercy on me, <u>O Lord,</u> for I am weak, <u>O Lord,</u> heal me, <u>for my bones are troubled.</u> (verse 2)	Asyndeton	It deals with affective meaning. That is, because, the writer gives his prayer to God. That he, even, repeats his prayer words two times ‘O Lord’ to overcome his weak body, to give his strength.
Chapter 12		
The words of the Lord are pure words, <u>like</u> silver ... (verse 6)	Simile	It deals with connotative meaning. It communicates the idea, ‘silver’, by using figurative expression namely simile, to refer to the phrase ‘the words of the Lord’.

Chapter 17		
Keep me <u>as</u> the apple of Your eye; (verse 8a)	Periphrases	It deals with connotative meaning. It communicates the idea ‘apple’, by using figurative expression namely simile, to refer to ‘me’ (human).
Hide me under the shadow of Your wings, (verse 8b)	Hyperbole	It deals with affective meaning. The writer wants God to guide him as He loves him and he uses hyperbole to refer to asking God’s protection.
Chapter 18		
He makes my feet <u>like</u> the feet of deer , (verse 33)	Simile	It deals with connotative meaning of my feet (human) and the feet of deer (animal).
The Lord is my rock and my fortress and my deliverer ; My God , my strength , in whom I will trust; My shield and the horn of my salvation , my stronghold . (verse 2)	Metaphor	It deals with connotative meaning. That is about the phrases namely, my rock, my fortress, and my deliverer that refer to God as the One he believes and trusts the most.
Chapter 23		
My cup <u>runs over</u> . (verse 5)	Personification	It refers to connotative meaning of my cup which refers to his fullness of blessings in God.
Surely goodness and mercy shall <u>follow me</u> all the days of my life; And I will dwell in the house of the Lord Forever. (verse 6)	Personification	It refers to collocative meaning. That is because the phrase ‘goodness and mercy’ are in the line with the living of a good life with God in phrase ‘dwell in the...’.
Chapter 27		
He shall set me high upon a rock . (verse 5)	Hyperbole	It deals with collocative meaning. By using hyperbole expressions, the writer believes that he will be safe and comforted by his Almighty God ‘He’.

Chapter 28		
The Lord is my strength and my shield; My heart trusted in Him, and I am helped; Therefore my heart greatly rejoices, and with my song I will praise Him. (verse 7)	Polisindenton	It deals with social meaning. The writer explains that God is his all in all. He tells to himself that he will praise God all the time.
Chapter 29		
The voice of the Lord is over the waters; The God of glory thunders; The Lord is over many waters. (verse 3)	Hyperbole	It has reflective meaning. It means that God did speak, that his voice was in the thunder.
The voice of the Lord breaks the cedars, Yes, the Lord splinters the cedars of Lebanon. (verse 5)	Hyperbole	It has reflective meaning. It means that God did speak by making the cedars of Lebanon 'breaks and splinters'
He makes them also skip <u>like</u> a calf, Lebanon and Sirion like a young wild ox. (verse 6)	Simile	It deals with connotative meaning. It is between the phrase 'them' and 'a calf/ a young wild ox'.
The voice of the Lord divides the flames of fire. (verse 7)	Hyperbole	It deals with reflective meaning..
The voice of the Lord shakes the wilderness; The Lord shakes the Wilderness of Kadesh. (verse 8)	Hyperbole	It has reflective meaning. It means that God did speak by making the wilderness of Kadesh 'shakes'.
Chapter 31		
For You are my 36rock and my fortress; (verse 3)	Metaphor	It deals with reflective meaning. It uses 'my rock and my fortress' that refer to God.
I am forgotten <u>like</u> a dead man, out of mind; I am <u>like</u> a broken vessel. (verse 12)	Simile	It refers to connotative meaning. The phrase 'I' and 'dead man/a broken vessel'
Chapter 36		
Your righteousness is like the great mountains; (verse 6)	Simile	It deals with connotative meaning. It uses other terms to refer to how great is his God's righteousness.
Chapter 42		
<u>As</u> the deer pants for the water brooks, So pants my soul for You, O God. (verse 1)	Simile	It refers to connotative meaning. The deer and my soul.

Chapter 52		
But I am <u>like</u> a green olive tree in the house of God; (verse 8)	Simile	It deals with connotative meaning to refer 'I' and 'a green olive tree'.
Chapter 55		
Evening and morning and at noon I will pray, and cry aloud, and He shall hear my voice. (verse 17)	Polisindeton	It refers to affective meaning. He tells God that he will live his life in obeying Him
Chapter 66		
All the earth shall worship You And sing praises to You ; (verse 4)	Personification	It refers to social meaning. Human needs to worship and obey God.
Chapter 67		
Then the earth shall yield her increase; God, our own God , shall bless us. (verse 6)	Pleonasm/ Tautology	It refers to social meaning.
Chapter 68		
<u>As</u> smoke is driven away, So drive them away; (verse 2a)	Simile	It refers to connotative meaning.
<u>As</u> wax melts before the fire , So let the wicked perish at the presence of God. (verse 2b)	Simile	It refers to connotative meaning. It is using other terms to refer to the way God deals with the unbelievers.
Extol Him who rides on the clouds , (verse 4)	Hyperbole	It refers to social meaning that the writer informs the readers to praise God.
Though you lie down among the sheepfolds , (verse 13)	Hyperbole	It refers to social meaning.
You will be <u>like</u> the wings of a dove covered with silver, And her feathers with yellow gold." (verse 13)	Simile	It refers to connotative meaning.
When the Almighty scattered kings in it , it was <u>white as snow</u> in Zalmon. (verse 14)	Simile	It refers to connotative meaning.
Why do you fume with envy , you mountains of many peaks ? This is the mountain which God desires to dwell in ; (verse 16)	Personification	It refers to connotative meaning. The writer uses other terms to refer to God's warns for those who rebel.
Chapter 69		
Save me, O God! For the waters have come up to my neck . (verse 1)	Hyperbole	It deals with affective meaning. It is supported by the request word 'O God'.

I sink in deep mire, Where there is no standing; I have come into deep waters, Where the floods overflow me. (verse 2)	Hyperbole	It deals with connotative meaning.
Chapter 71		
For You are my rock and my fortress. (verse 3)	Depersonification	It has reflective meaning.
Chapter 74		
For God is my King from of old, Working salvation in the midst of the earth. (verse 12)	Antonomasia	It uses my King that, contextually, in the sentence refers to God. That is reflective meaning.
Chapter 93		
The floods have lifted up , O Lord, The floods have lifted up their voice; The floods lift up their waves. (verse 3)	Anaphora	It refers to reflective meaning.
Chapter 94		
He who planted the ear, shall He not hear? He who formed the eye, shall He not see? He who instructs the nations, shall He not correct, He who teaches man knowledge? (verse 9-10)	Anaphora	It deals with social meaning. The writer informs the readers to see the way they live by using questions.
Chapter 115		
They have mouths, but they do not speak; Eyes they have , but they do not see; They have ears, but they do not hear; Noses they have , but they do not smell; They have hands, but they do not handle; Feet they have , but they do not walk; (verse 5-7)	Anaphora	It deals with social meaning.
He will bless us; He will bless the house of Israel; He will bless the house of Aaron. He will bless those who fear the Lord, (verse 12-13)	Anaphora	It refers to social meaning.

Chapter 118		
Let Israel now say, “His mercy endures forever.” Let the house of Aaron now say, “His mercy endures forever.” Let those who fear the Lord now say, “His mercy endures forever.” (verse 2-4)	Symploche	It refers to social meaning.
It is better to trust in the Lord, Than to put confidence in man. It is better to trust in the Lord, Than to put confidence in princes. (verse 8-9)	Anaphora	It has social meaning.
Chapter 124		
Our soul has escaped <u>as</u> a bird from the snare of the fowlers;(verse 7)	Simile	It has social meaning.
Chapter 125		
Those who trust in the Lord Are <u>like</u> Mount Zion , Which cannot be moved, but abides forever. (verse 1)	Simile	It refers to connotative meaning.
<u>As</u> the mountains surround Jerusalem, So the Lord surrounds His people From this time forth and forever. (verse 2)	Simile	It refers to connotative meaning. it is between the phrase ‘the mountains’ and ‘the Lord’.
Chapter 129		
Let them be <u>as</u> the grass on the housetops,..(verse 6)	Simile	It deals with connotative meaning.
Chapter 135		
Bless the Lord , O house of Israel! Bless the Lord , O house of Aaron! Bless the Lord , O house of Levi! (verse 19-20)	Anaphora	It deals with social meaning..
Chapter 136		
Oh, give thanks to the Lord , for He is good! For His mercy endures forever. Oh, give thanks to the God of gods! For His mercy endures forever. Oh, give thanks to the Lord of Lords! For His mercy endures forever: (verse 1-3)	Symploche	It deals with social meaning.

<p>To Him who alone does great wonders, For His mercy endures forever;</p> <p>To Him who by wisdom made the heavens, For His mercy endures forever;</p> <p>To Him who laid out the earth above the waters, For His mercy endures forever;</p> <p>To Him who made great lights, For His mercy endures forever—(verse 4-7)</p>	Symploche	It deals with social meaning.
<p>The moon and stars to rule by night, For His mercy endures forever.</p> <p>To Him who struck Egypt in their firstborn, For His mercy endures forever;</p> <p>And brought out Israel from among them, For His mercy endures forever;</p> <p>With a strong hand, and with an outstretched arm, For His mercy endures forever;</p> <p>To Him who divided the Red Sea in two, For His mercy endures forever;</p> <p>And made Israel pass through the midst of it, For His mercy endures forever;</p> <p>But overthrew Pharaoh and his army in the Red Sea, For His mercy endures forever;</p> <p>To Him who led His people through the wilderness, For His mercy endures forever;</p> <p>To Him who struck down great kings, For His mercy endures forever;</p> <p>And slew famous kings, For His mercy endures forever</p> <p>— Sihon king of the Amorites, For His mercy endures forever;</p> <p>And Og king of Bashan, For His mercy endures forever</p> <p>— And gave their land as a heritage, For His mercy endures forever;</p> <p>A heritage to Israel His servant, For His mercy endures forever.</p>	Epistrophe	It refers to social meaning.

Who remembered us in our lowly state, For His mercy endures forever; And rescued us from our enemies, For His mercy endures forever; Who gives food to all flesh, For His mercy endures forever. Oh, give thanks to the God of heaven! For His mercy endures forever. (verse 9-26)		
Chapter 148		
Praise the Lord ! Praise the Lord from the heavens; Praise Him in the heights! Praise Him , all His angels; Praise Him , all His hosts! Praise Him , sun and moon; Praise Him , all you stars of light! Praise Him , you heavens of heavens, (verse 1-4)	Anaphora	It deals with social meaning. The writer, intentionally, tells the readers to praise the Almighty God Who cares for them all the time.
Chapter 150		
Praise the Lord ! Praise God in His sanctuary; Praise Him in His mighty firmament! Praise Him for His mighty acts; Praise Him according to His excellent greatness! Praise Him with the sound of the trumpet; Praise Him with the lute and harp! Praise Him with the timbrel and dance; Praise Him with stringed instruments and flutes! Praise Him with loud cymbals; Praise Him with clashing cymbals! (verse 1-6)	Anaphora	It deals with social meaning. The writer, intentionally, tells the readers to give praise the Almighty God Who cares for them all the time.

CONCLUSIONS

In summary, it is obvious from the data that the Book of Psalms in the Bible of the New King James Version, which is chosen purposively, has been analyzed descriptively. The result shows that the Book has some figurative expressions, and their meanings are put in tables. At this point, All in all, this study, however, does not answer all the problems faced by the readers. Further research is, therefore, hoped to find the better way of how to deal with the figurative expressions in the Bible.

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BIODATA

Melkysedes Bali Ate was born on 30th May 1995 in Bondo Naga, Middle Wewewa, Southwest Sumba, NTT. He graduated from English Study Program of FKIP, Nusa Cendana University (UNDANA). He is currently a student of graduate English Education Study Program, UNDANA. He currently lives in Kupang. He is also about to be interested in badminton and reading. Currently, his reading interests are in literature and English education. (Email: melkysedesbali2630@gmail.com).

**THE MASTERY OF COMBINING ENGLISH CLAUSES USING COORDINATE
CONJUNCTIONS OF THE FIFTH SEMESTER STUDENTS
OF ENGLISH DEPARTMENT OF FACULTY OF TEACHER TRAINING
AND EDUCATIONAL SCIENCES OF NUSA CENDANA UNIVERSITY**

Decky Petersson Fangidae
Nusa Cendana University, Kupang, NTT, Indonesia

ABSTRACT

To Master English grammar is the way to compose a coherent English writing. Coordinate Conjunctions as a part of it should be mastered by the English Department Students since they are used to connect words, phrases, clauses, even sentences of grammatically equal rank such as *and*, *or*, *but* and *so*. The problems of this writing are what is the present mastery of Coordinate Conjunctions of the fifth semester students of English Department and what are the problems encountered by them in using coordinate conjunctions to combine English clauses. To gather the data, an objective test is administered to the students (29 out of 40 students). It is in the form of writing close test (30 numbers) in which the options are available on the test sheet and the students are asked to complete the sentences by filling in the blanks using the coordinate conjunctions. Then the data are analyzed through classification, processing, interpreting and concluding.

Through the analysis it is found out that the students' present mastery of coordinate conjunctions is at average level that is 70,5% when it is referred to five scales of Criterion Referenced Evaluation (CRE). While some problems faced by the students are interference of students' native language, inability to interpret some English words contextual, and lack of knowledge dealing with the function of coordinate conjunctions.

Keywords: *English Clauses, Coordinate Conjunctions*

INTRODUCTION

Language is a means of conveying information. It means that people use language to express their feelings, thoughts, and ideas in an appropriate manner using appropriate contexts and expressions that can be understood by other people. There are two forms of language, namely oral and written forms. Sometimes, oral language is fully understood when accompanied by speakers' gesture and facial expressions. In other occasions, speakers do not have to use utterances in communication because those symbols present meaning of what is going to be expressed. In written language, the writer shares his thoughts, feelings, and ideas in the form of writing. Unlike oral language, written language does not allow the use of gesture or facial expressions. These necessitate the writers' producing a clear and correct language in writing by considering grammar, diction, syntax and semantics, so that the ideas are meaningful and then the readers may understand.

There are many languages in the world, and one of them is English. English is playing a major role in many sections like education, medicine, engineering and business. There are many reasons that make English the most important language in the world. First reason is that even though English is not an official language around the world but it is the most common language used to communicate around two billion uses regularly. The second reason is that learning English is very important and necessary for the business world, researchers' show that cross-border business communication is in English and learning it changes our lives. Moving to the third point English is mostly used in publishing books, making films, music and a lot of entertaining things.

Conjunctions are historically derived from other parts of speech, particularly from prepositions which are members of a small class that have no characteristic form. Their function is chiefly as nonmovable structure words that join such units as parts of speech, phrases and clauses. Some conjunctions also serve the double purpose of introducing a clause and connecting it with the rest of the sentence (Frank, 1972). Conjunctions as a small part of English grammar have an important role in forming English sentences. Some of them also serve to connect main clauses. Thus, forming compound sentences. The conjunctions itself is classified into coordinate conjunctions, correlative conjunctions, sub-ordinate conjunctions, and conjunctive adverbs.

Allsop (1989 : 97) also explains that, "Conjunctions join words, phrases, or sentences and some of them make a simple link. In connection to the explanation above, the writer would like to emphasize the coordinate conjunctions only. Coordinate conjunctions are those that connect words, phrases, or clauses of equal rank such as *and*, *or*, *but*, *for*, *so*, and *yet*. Therefore the aim of this study are to discovery the students' ability in using coordinate conjunctions, both in oral or written form, as well as to know problems encountered by the students in using coordinate conjunctions to combine English clauses. The coordinating conjunctions are used to link words, phrases, and clauses that are equally important.

THEORETICAL FRAMEWORK

Some sentences are quite simple and only give one idea. If you want to join more than one idea together in the same sentence, you can use a conjunction to link the ideas. The conjunctions *and*, *but*, and *or* are called coordinating conjunctions because they link words, phrases, and clauses that are equally important (Dignen, 2017 p.60-61) Examples: "Whales live in the oceans ***and*** they mainly eat fish". "I like tennis, ***but*** my brother prefers soccer" "Shall we play a video game ***or*** go to the park?" or "I wanted a kitten, ***but*** my mom said no." Herring (2016 p.565) states that coordinating conjunctions are used to join two or more words, phrases, or independent clauses. The two elements being joined must be grammatically equal or similar in both importance and structure. There are seven coordinating conjunctions in English, which can be remembered using the acronym FANBOYS: For And Nor But Or Yet So. He adds that the coordinating conjunction "for" is used to give a reason for something. It can normally only join two independent clauses, introducing the second clause as the reason for the first one. We can use *for* whenever we mean *because*, but it's considered quite formal, literary, and even antiquated. For example: "I believe you, ***for*** you have never lied to me before.", "He didn't come to the party, ***for*** he felt sick." "I wish you had been there, ***for*** we had a wonderful time. The coordinating conjunction "and" is used to add one element to another. It can join words, phrases, and entire independent clauses. For example: "James ***and*** Jack are coming to the party." "He ran, swam, ***and*** played with the other children." "Her beautiful long hair ***and*** dark brown eyes caught their attention." "The family moved into the new house, ***and*** the neighbors welcomed them warmly" (Herring, 2016 p.566-567).

The coordinating conjunction "nor" is one of the most limited coordinating conjunctions. It's used to present an additional negative idea when a negative idea has already been stated. For example: "He doesn't like football, ***nor*** does he enjoy hockey." "I've never seen that movie, ***nor*** do I want to see it." She hasn't been to Paris, ***nor*** has she travelled to Rome." The coordinating conjunction "but" is used to present a contrast with previous information. It can be used to join an independent clause to a phrase or another independent clause. For example: "I want to go shopping ***but*** I can't." "He was upset ***but*** didn't cry." "I would love to travel more, ***but*** I just don't have the time." (Herring, 2016, p.567-568). The coordinating

conjunction “or” is used to present alternative choices or options. For example: “Would you like the chicken, the pork, **or** the beef?” “Which sport do you think is more exciting, football **or** hockey?” “We can go to the movies tonight, **or** we can just hang out at home.” The coordinating conjunction “yet” like is used to present contrast.

However, there is a subtle implication when we use yet that the information is surprising in light of what we already know. For example: “The movie was depressing **yet** uplifting at the same time.” “It’s poured rain all day, **yet** they haven’t canceled the football game.” “I’ve read thousands of books since high school, **yet** The Catcher in the Rye is still my favorite.” Lastly the coordinating “so” is generally only used to join two independent clauses, where the second clause is a result of the first. For example: “He was exhausted, **so** he went to bed early.” “She was the most qualified candidate, **so** we gave her the job.” “He’s been working harder lately, **so** his grades are improving” (Herring, p.568-569).

RESEARCH METHOD

This research is descriptive method in which description or explanation is made about the real facts that happen in the field. Descriptive studies are aimed at finding out "what is," so observational and survey methods are frequently used to collect descriptive data. Descriptive research can include multiple variables for analysis, yet unlike other methods, it requires only one variable (Borg & Gall, 1989).

In this research, subject were fifth semester students of English Department of Nusa Cendana University, and the subjects were given a test consist of 30 numbers to determine their ability to use coordinate conjunctions.

The test result have been analyzed using following formulas :

$$\text{First, Finding out each students' score} = \frac{\text{number of correct answer}}{\text{Total number of test items}}$$

Second, Finding out the percentage of the students responses for knowing the mastery :

$$\text{Percentage (\%)} = \frac{\text{Total Number of Students' score}}{\text{Total number of students}} \times 100$$

Finally, the result of data is measured by using Criterion Referenced Evaluation (CRE) is used in order to know the level of the students' ability in mastery coordinate conjunctions by using five scales (Nurgiyantoro, 1995), as follows : Excellent (85% - 100), Good (75% - 84%), Average (60% - 74%), Bad (40% - 59%), Worst (0% - 39%)

RESULTS AND DISCUSSION

From the data that had been gathered, the writer found out that the students' scores using the first formula which are shown in the tables below:

Table 1. The students' Score

NO	Students' Code	Scores
1	001	0.70
2	002	0.76
3	003	0.66
4	004	0.70
5	005	0.80
6	006	0.66
7	007	0.73
8	008	0.73
9	009	0.73
10	010	0.60
11	011	0.73
12	012	0.73
13	013	0.70
14	014	0.70
15	015	0.66
16	016	0.83
17	017	0.76
18	018	0.73
19	019	0.70
20	020	0.66
21	021	0.66
22	022	0.63
23	023	0.76
24	024	0.66
25	025	0.70
26	026	0.73
27	027	0.70
28	028	0.56
29	029	0.75
30	030	0.70
Total		21.15

In order to know the percentage of students' present mastery, the writer use step as shown :

$$100 \times \frac{21.15}{30} = 70.5\%$$

The result of the data analysis shows that the level of ability of the fifth semester students of English Department of Nusa Cendana University was average.

Students' Mastery of Coordinate Conjunction *and*.

Among 30 numbers of test items, 20% of them is the question using CC *and*, that is 6 numbers out of 30 numbers. Coordinate conjunctions *and* is mainly used to express addition whether to join clauses of structural units which are equal grammatically. The students' mastery of using CC *and* based on the students responses is shown in the following table :

Table 2. Percentage of Students' Mastery of CC **and**

No	Items of CC <u>and</u>	Total number of students who answer each item correctly	Percentage (%)	Scales
1	1	28	93.33	excellent
2	4	13	46.66	bad
3	13	29	96.66	excellent
4	22	23	76.66	average
5	25	28	93.33	excellent
6	30	28	93.33	excellent

- On the item no 13, almost all the students 96.96% answer it correctly.
13. *Danny cleaned the whiteboard **and** wrote a sentence.*
- On the item no 4, only 13 students of 30 answer it correctly.
4. *Mariah completed her task early, **and** went to the paintings' exhibition.*

It was concluded that students already master the way of using CC **and** from the tendency of scales showing in the picture. However, on item no 4 only 13 students could answer correctly, because they do not understand that both clauses are grammatically equal and can be joined by using CC **and**.

Students' Mastery of Coordinate Conjunction **but**.

Among 30 numbers of test items, 26.6% of them is the question using CC **but**, that is 8 numbers out of 30 numbers. Coordinate conjunctions **but** is used to show contrast. The students' mastery of using CC **but** based on the students responses is shown in the following table :

Table 3. Percentage of Students' Mastery of CC **but**

No	Items of CC <u>and</u>	Total number of students who answer each item correctly	Percentage (%)	Scales
1	2	5	16.66	worst
2	12	29	96.66	excellent
3	16	30	100	excellent
4	18	28	93.33	excellent
5	20	22	73.33	average
6	23	25	83.33	excellent
7	26	30	100	excellent
8	27	6	20	worst

- On the item no.16 and no.26, shows all the students 100% answer it correctly.
16. *The population grows fastly **but** the economic income does not.*
26. *Akbar Tandjung is popular public figure **but** I do not like him.*
- On the item no 2 and 27, only a small number answered it correctly.
2. *David has taken two classes, **but** he has to take more this semester.*
27. *The car was quite old **but** it was in excellent condition.*

From the data above, it was concluded that students already master the way of using CC **but** except for no.2 and 27. The word ‘*has*’ in number 2 show contrast with the word ‘*more*’ on the other clauses. While on number 27 they do not understand the meaning of the phrase ‘*quite old*’ in which very contrast with the phrase ‘*excellent condition*’. Coordinate conjunctions **but** and **yet** have the same function, that is to show contrast (Kent Dart, 1992).

Students’ Mastery of Coordinate Conjunction **or**

Among 30 numbers of test items, 23.3% of them is the question using Coordinate Conjunction **or**, that is 7 numbers out of 30 numbers. Coordinate conjunctions **or** is used to express an alternative or a choice. The students’ mastery of using CC **or** based on the students responses is shown in the following table :

Table 4. Percentage of Students’ Mastery of CC **or**

No	Items of CC and	Total number of students who answer each item correctly	Percentage (%)	Scales
1	3	19	63.33	average
2	7	18	60	average
3	10	30	100	excellent
4	14	28	93.33	excellent
5	17	24	80	good
6	21	26	86.66	excellent
7	28	11	36.66	worst

- On the item no 10, all the students answer it correctly.
10. *Do you prefer to watch the football game in the stadium **or** in your Television?*
- On the item no 28, only 11 of 30 students answer it correctly.
28. *Daniel may join the English course, **or** follow the dancing club.*

From the data it can be concluded that students have mastered the use of CC **or**. It shows on item no 10. But most of them have a problem in no. 28. The word ‘*may*’ in this context means giving suggestions or choices, not subject of sentences.

Students’ Mastery of Coordinate Conjunction **so**

Among 30 numbers of test items, 30% of them is the question using Coordinate Conjunction **so**, that is 9 numbers out of 30 numbers. Coordinate conjunctions **so** is used to express result of doing something. The students’ mastery of using CC **so** based on the students responses is shown in the following table :

Table 5. Percentage of Students' Mastery of CC so

No	Items of CC and	Total number of students who answer each item correctly	Percentage (%)	Scales
1	5	20	66.66	average
2	6	30	100	excellent
3	8	16	53.33	bad
4	9	28	93.33	excellent
5	11	24	80	good
6	15	21	70	average
7	19	16	53.33	bad
8	24	17	56.66	bad
9	29	17	56.66	bad

- On the item no 6, all the students answer it correctly.
6. *Billy did not study for the exam, so he got bad mark.*
- On the item no 8, 19, 24 and 29 the students get the bad scales.
8. *The boy's mom had passed away, so he was sad.*
19. *There was no one in class, so I went away.*
24. *He knows how to learn, so he is making rapid progress.*

From the data it can be concluded that some students do not understand the way of using CC *so*. It shows on number of items in CC *so* percentage result bad. Meanwhile in item no. 6 they all have correct answer.

CONCLUSIONS

In summary, the response of subject research shows that they already master the coordinate conjunctions, but most difficulties dealing with lack of knowledge of the function of coordinate conjunctions itself. Most mistakes comes from the function of *but* and *yet*. Another problems is they tend to be interfered with their native language in translating some words in order to understand the ideas or sentences before they are joined with correct coordinate conjunctions. Besides, some of the students do not understand the questions since the meaning of some words are unknown.

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BIODATA

Decky Petersson Fangidae graduated from English Study Program of FKIP, Nusa Cendana University (UNDANA). He is currently a student of graduate English Education Study Program, UNDANA.

AN ANALYSIS OF PLEONASM IN ENGLISH SONG LYRICS ON THE BILLBOARD CHART (HOT 100) AUGUST 22nd 2015

Sari Mutia Ariani
Nusa Cendana University, Kupang, Indonesia

ABSTRACT

This writing entitled An Analysis Of Pleonasm In English Song Lyrics On The Billboard Chart (Hot 100) AUGUST 22nd 2015. It focused on English song lyrics that contain pleonasm. This research is to answer the following questions (1) what are the forms of pleonasms found in the English song lyrics Billboard Chart (Hot 100) on August 22nd, 2015? (2) What are the meaning, and (3) what are the functions? In finding out those aspects, the descriptive qualitative method has been applied. The theory used in this research is based on the theory of figurative language, pleonasm, and song lyric. The result of the data showed that there are two types of pleonasm in English song lyrics and they are syntactic pleonasm and semantic pleonasm. The benefits of this research in teaching and learning English are as a reference for those who want to enrich their knowledge about pleonasm as a part of figurative language, and as a medium for other future researchers who are interested in a similar topics.

Keywords: *Figurative Language, Pelonasm, Song Lyrics*

INTRODUCTION

According to Hornby, language is a systematic means of communicating ideas of feelings by the use of conventionalized signs, sounds, gestures or marks having understood by meanings. In other words, language is something that produced by humans (sign, gestures, sounds or marks) which is used to deliver the meaning, to express the ideas, and to communicate or to interact with others by the oral form or in written form.

When people make an interaction, there is a sender of message and a receiver of message. In sending message, the sender does not only use a direct expression but also indirect expression. One way to express something indirectly is by using figurative language. Tedjosudhana, in raga (2004:2), stated that figurative language is language that is used figuratively to compare, to reflect, and to tease and to men or women or things which are used rudely or politely, directly or indirectly. In figurative language, words are not in used in their literal meaning but in creative and imaginative ways. This is to make the language beautiful and interesting to hear.

There are four kinds of figurative language such as comparative figurative language, contradictive figurative language, correlative figurative language, and repetitive figurative language, according to Tarigan (1985:6). One of the most figurative language which is contains in every literature is pleonasm as a part of comparative figurative language. Pleonasm or the using more words to emphasize the meaning can be found in every literature including in song lyrics. Song lyrics are a set of words that people create as a kind of expression that could be sung, usually in rhythm with the music. Pleonasm in a song lyric for example is in a song from Ed Sheran, with the title Thinking Out Loud, there is a lyric sound "Oh me I fall in love with you **every single day**". The author actually can write **every day**, but he do state word **single** to emphasize the meaning, to stress that he really loves that girl every day. Nowadays this phenomenon often occurred, but many people do not realize it, and this is the reason the researcher would like to conduct a research under the title "An Analysis of Pleonasm in English Song Lyrics on Billboard Chart (Hot 100) August 22nd 2015".

METHOD

This study has used descriptive qualitative method. Descriptive study is facilitated by the fact that it has a narrow scope, it is directed to specify, delineate, or describe specific naturally-existing phenomenon explicitly; either qualitatively (descriptive-qualitative) or quantitatively (descriptive-quantitative) or a combination of the two (descriptive explorative) (Haan, 2013:11).

DISCUSSION

From the data analysis, the writer found that there are 14 pleonastic phrases, three of which are syntactic pleonasm, and the rest are semantic pleonasm. Syntactic pleonasm is concerned with different uses of grammar, it occurs when the grammar of the language allows certain function words to be optional. There is no meaning lose if we omit this kind of pleonasm form the sentence. The data also showed that some pleonastic word is included in multiple negotiation, and multiple affirmation (types of syntactic pleonasm). The three syntactic pleonasms are **that**, **ain't** and **do**. Detailed description of each type with pleonastic words or phrases found is as the following data:

Table 1. The Syntactic Pleonasms (*that, ain't, do*)

No	Song Lyrics	Song title	Description
1.	a). So I make sure that he's getting his share b). So I make sure he's getting his share	"Hey Mama" by Nicki Minaj	on the context of the lyric the pleonastic word that as in (a) is a conjunction which introduces the subordinate clause expressing a statement or hypothesis. The conjunction word that in the sentence above considered pleonastic because it is optional. If we omit the word, as in (b), the meaning of the sentence does not change and still grammatically correct, even is simpler and easier to utter. The similar phenomenon is observed with the next sample sentences from two other song lyrics containing the pleonastic word that .
2.	a). You ain't never gotta worry, I'm down for you baby b). You never gotta worry, I'm down for you baby	"Hey Mama" by Nicki Minaj	phrase ain't never is a syntactic pleonasm because ain't in ain't never is optional, and if we omit the word ain't from the sentence, the meaning of the sentence remains the same and the sentence is still grammatically correct. The presence of the word ain't makes the sentence contain <i>multiple negation</i> . It is considered as <i>multiple negation</i> because there are two words that show negation combined in one sentence. In this case, the word ain't is combined with the word never . The function of the word ain't in the sentence is to emphasize the meaning of the word never and therefore can be omitted. Next sample sentences

			from other songs lyric containing ain't are given to illustrate the same phenomenon.
3.	(a). Okay, maybe I do have a little buzz but (b). Okay, maybe I have a little buzz but	“Break up with Him” by Old Dominion	ord do in the sentence 3(a) is pleonastic because it is optional. When the word do is adds to the affirmative sentence, it makes the sentence contain <i>multiple affirmation</i> in syntactic pleonasm. The word do only functions to give an emphasis to the meaning of the word “have” and can be omitted without changing the basic meaning as illustrated in sentence 3(b).

Another pleonastic word found by the writers considered as semantic pleonasm. Semantic pleonasm is a figure of speech that occurs in independent words such as nouns, adjectives and so on. This figure of speech causes the meaning excessively. There are eleven semantic pleonasms of which are prolixity (**damn**, **fuckin'**, **motherfucking**, **off**, **out**, **up**, **down**) and the rest are overlaps semantic pleonasms (**every single**, **ice cold**, **kitty cat**, **sugar sweet** as showed in following table:

Table 2. The Semantic Pleonasms

No	Song Lyrics	Song title	Description
1.	(a). But I won't be surprised if the whole <u>damn</u> place just falls (b). But I won't be surprised if the whole place just falls.	“Like a Wrecking Ball” by Erich	As has already been illustrated in sentence (a) and (b), the presence of the word <u>damn</u> in the sentences above is optional, and therefore it is pleonastic, particularly <i>prolixity</i> semantic pleonasm. <i>Prolixity</i> pleonasm occurs when a phrase contains words which add nothing, or nothing logical or relevant, to the whole meaning of the sentence. In this case, word <u>damn</u> adds nothing logical or relevant to the meaning of the sentence. If we omit the word <u>damn</u> , the meaning of the sentence remains the same and grammatically correct as shown in sentence (b). The function of the word <u>damn</u> is only to emphasize the meaning of word place.
2.	(a). She came <u>down</u> like she knew me (b). She came like she knew me	“Post to be” by Omarion	As illustrated in (a) and (b), the word <u>down</u> is also categorized as <i>prolixity</i> semantic pleonasm because semantically the word <u>down</u> adds nothing relevant or logical to the meaning of word came based on the context of the lyrics. Therefore, the word down in (a) can be deleted without changing the basic

			meaning of the sentence as shown in (b). The function of word down is only to give emphasis and to make the song remain in the same rhythm.
3.	<p>(a)¹. You gon' make me step out of my <u>fuckin'</u> frame</p> <p>(b)¹ You gon' make me step out of my frame</p> <p>(a)² So my record and my <u>motherfucking</u> gang</p> <p>(b)² So my record and my gang</p>	<p>“Back to Back” by Drake</p> <p>“Alright” by Kendrick Lamar</p>	<p>The next prolixity semantic pleonasm found in the song lyric is the word <u>fuckin</u> and <u>motherfucking</u> as in the following sample sentence of song lyrics on Billboard Chart (HOT 100). As observed, the word <u>fuckin</u> and <u>motherfucking</u> in the both sentences (a¹ and a²) are optional. They also adds nothing logical or relevant to the words after it. Therefore, it can be omitted without changing the basic meaning of the sentence. This indicates that the word <u>fuckin</u> and <u>motherfucking</u> also a semantic pleonasm in its presence in the sentence. The function of those two words was only to emphasize the meaning of the word after it.</p>
4	<p>(a). But first <u>off</u> I'mma start by saying this, ayy</p> <p>(b). But first I'mma start by saying this, ayy</p>	“My Way” by Fetty Wap	fifth prolixity semantic pleonasm is pleonastic word <u>off</u> . The word <u>off</u> in the phrases <u>first off</u> in the sentence above is pleonastic because it adds nothing logical or relevant to the meaning of the phrase. The word <u>off</u> is categorized as prolixity in semantic pleonasm. There is no independent meaning of the word <u>off</u> in the sentence above. The function is to emphasize the meaning of the word first.
5	<p>(a). I wanna sit <u>out</u> on the porch</p> <p>(b). I wanna sit on the porch</p>	“Young and Crazy” by Franky Ballard	sixth prolixity semantic pleonasm is the pleonastic word <u>out</u> . As observed from the sample sentence above, the word <u>out</u> in the phrase <u>sit out</u> in the sentence above adds nothing logical or relevant to the meaning of the phrase and therefore can be omitted as illustrated in (b). This gives evidence that out is a pleonastic word and it is categorized as prolixity semantic pleonasm. There is no independent meaning of the word <u>out</u> in the sentence. The function of the word <u>out</u> is to emphasize the meaning of the word “sit”.
6	<p>(a). We will light <u>up</u> the sky</p> <p>(b). We will light the sky</p>	“Beautiful Now” by Zeed	st prolixity semantic pleonasm is the word <u>up</u> . The word <u>up</u> in the phrase light up is pleonastic because it add nothing to the meaning of the phrase and categorized as

			<p>prolixity in semantic pleonasm. There is no independent meaning of the word <u>up</u> in the sentence above. The function of the word <u>up</u> is to emphasize the meaning the word before it, in this case word light. It also functions to make the song remains in the same rhythm.</p>
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The last type of semantic pleonasm that found is overlap semantic pleonasm, were one word's semantic component is consumed by the other. The four overlap semantic pleonasms are **every single**, **ice cold**, **kitty cat**, and **sugar sweet**, with a detail explanation as follow:

Table 3. The Overlap Semantic Pleonasms

No	Song Lyrics	Song title	Description
1.	(a). Oh me I fall in love with you <u>every single</u> day (b). Oh me I fall in love with you every day	“Thinking Out Loud” by Ed Sheeran	<p>The word <u>single</u> in the sentence above is optional because it makes the sentence contains <i>overlap</i> semantic pleonasm. Therefore the word single can be omitted from the sentence as illustrated in (b). <i>Overlap</i> occurs when one word's semantic component is subsumed by the other. In this case the word “every” is subsumed by the word <u>single</u>. The function of the word single is to emphasize the meaning of word “every”</p>
2.	(a). This hit, that <u>ice cold</u> (b). This hit, that ice	“Uptown Funk” by Mark Ronson	<p>The second overlap semantic pleonasm is the phrase <u>ice cold</u>. The phrase <u>ice cold</u> in sentence (a) is excessive because logically an ice must be cold. This kind of language style called <i>overlap</i> semantic pleonasm. <i>Overlap</i> occurs when one word's semantic component is subsumed by the other. In this case the word <u>ice</u> is subsumed by the word <u>cold</u>. The basic meaning of the sentence does not change if the word <u>cold</u> is omitted as illustrated in sentence (b). The function of the word <u>cold</u> is to make the meaning of word <u>ice</u> clearer.</p>

3.	(a). The <u>kitty cat</u> on reclusive (b). The kitty on reclusive	“All Eyes on You” by Meek Mill	me case is shown on pleonastic <u>kitty cat</u> . The sentence 19(a) is excessive because the word <u>cat</u> in the sentence above is pleonastic and categorized as <i>overlap</i> in semantic pleonasm. Overlap occurs when one word’s semantic component is subsumed by the other. In this case the word “kitty” is subsumed by the word <u>cat</u> . The function of the word cold is to emphasize the meaning of word “kitty”.
4.	(a). I want that <u>sugar sweet</u> (b). I want that sugar	“Sugar” by Maroon 5	The last overlap semantic pleonasm is the pleonastic phrase <u>sugar sweet</u> . he sentence above is excessive because the word <u>sweet</u> in the sentence above is pleonastic and categorized as <i>overlap</i> in semantic pleonasm. Overlap occurs when one word’s semantic component is subsumed by the other. In this case the word “sugar” is subsumed by the word <u>sweet</u> . The function of the word <u>sweet</u> is to emphasize the meaning of word “sugar”.

CONCLUSIONS

Based on the research conducted, it can be conclude that there are two kinds of pleonasm which are contained in the English song lyrics in Billboard chart on August 22nd, 2015 edition, syntactic pleonasm and semantic pleonasm. Syntactic pleonasm that found was divide into two types; multiple negations (*ain’t*) and multiple affirmations (*do*, and *that*). While the semantic pleonasm found, also divided into two types; overlap (*every singel, ice cold, sugar sweet, and kitty cat*) and proxility (*down, fuckin’, motherfucking, damn, off, out, and up*). Every pleonastic word or phrase can be omitted without changing the meaning. Booth of semantic pleonas and syntactic pleonasm has a function to emphasize the meaning of the lyrics, or to clarify the meaning of the sentence, to make the song remains in the same rhytm, and also as a stylistic preferenece.

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BIODATA

Sari Mutia Ariani was born on March 13th, in Lembata, Flores Timur – East Nusa Tenggara. She graduated from English Study program of FKIP, Nusa Cendana University (UNDANA). Nowadays, she is a student of Graduate English Education Studies Programs, UNDANA, and working at Aston Kupang Hotel and Convention Center as executive secretary. She live in Kupang and interested in listening the music and travelling. (email: sarimutiaariani@gmail.com)

A STUDY ON THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE READING COMPREHENSION ABILITY OF THE ELEVENTH GRADE STUDENTS OF SMAN 1 KUPANG

Rati Benu

Email ratybenu@gmail.com

Nusa Cendana University

ABSTRACT

The problems of this study are; (1) Is the use of mind mapping effective to improve reading comprehension ability of the eleventh grade students of SMAN 1 Kupang. (2) How is mind mapping technique used to improve reading comprehension ability of the eleventh grade students of SMAN 1 Kupang? The objective of this study are; (1) To find out whether or not the use of mind mapping is effective to improve the reading comprehension ability of the eleventh grade students of SMAN 1 Kupang, (2) To find out steps and describe the process of mind mapping technique is used to improve the reading comprehension ability of the eleventh grade students of SMAN 1 Kupang. This study belongs to the Classroom Action Research (CAR) based on the model offered by Kemmis and McTaggart and were conducted in two cycle. Each cycle consists of four stages: planning, acting, observing, and reflecting. The result Students had passed the standard of achievement applied, which was 70.00 in score and more than 50% of the subject passed the cycle I posttest. While the result of posttest 2 in cycle II showed that the average score increased to 74.42 of 100, which is categorized as “good”. 76.92% of the subject passed the test. The average product score was 2.83 of 4.00 and the average score of students’ behavior and respond was 2,85 of 4.00. Based on the result of the analysis it can be concluded that the Use of Mind Mapping Technique Improves Reading Comprehension Ability of the Eleventh Grade Students of SMAN 1 Kupang. Therefore, the English teachers especially those who are teaching at the school where this study was taken place are highly recommended to use Mind Map as one of the strategy to teach the students to comprehend a text. For the students, especially those who involved in this study, are suggested to use Mind Map as their personal learning strategy because it is very useful and can help them to be better in comprehending a text critically in a fun way. And for the writer will become and educator to continue to use Mind Map with any necessary adjustment in her professional career as a teacher.

Keywords: *Mind Map, Reading Comprehension, Narrative Text*

INTRODUCTION

Changes in students’ behavior as a result of the learning process are the main goals of education. The phenomenon that occurs is the process of learning in the classroom is still in the dominant role of teachers and less precisely the methods used in teachers in learning. Teachers place more students as objects rather than as learners. Still in meet in the process of education and learning in some schools today that are still running in classical. Teacher in one class faces a large number of students in the same amount of time conveying the same learning material even if the method is one, the same method for all children.

There are four skills of English that is listening, speaking, reading, and writing. Reading is one of the four skills which is difficult to be mastered because in some school setting, the students get some English textbooks which are written in English. Reading is not a passive activity for learners as what people imagine. Recent research on reading has shown that reading is a complex cognitive activity there is indispensable for adequate functioning and

obtaining information in contemporary society. In classroom activity, teacher tends to use the conventional technique to teach reading that is by giving the text to the students and they should answer the questions on it.

Reading is a complex process, complex to learn and complex to teach (Carnine, Silbert, and Kameenui: 1990:3), so there must be a technique which can help them to read effectively and interestingly. Teaching comprehension strategies explicitly was seen as a possible approach to tackle the problems faced by the students. In this case, the writer tries to find interesting and effective way for the students and the teachers so that they can do the reading activity well. One of techniques which is available is the mind map technique. By using this technique, the students will be able to communicate information because it can clarify complex concepts into simple meaningful displays so that the students can develop a holistic understanding of the content to be learned (Siriphanich and Laohawiriano: 2017:4)

Considering the problems discussed above, the reading has an important role to help the learners to comprehend the text they read. From the preliminary observation done by the researcher, it could be known that in the school, the learners had some problems in reading. Consequently, it is necessary to conduct a research on improving the students reading skills by using the mind map technique. It allows the students to imagine and explore associations between the concepts in a passage they read (Davies, 2010:27). When the students can represent or manipulate a complex set of concepts of the passage in a diagram, they are more likely to understand those relationships, remember them, and be able to analyse the component parts of the text. Based on the explanation above, the researcher focuses her study on the teaching of reading using mind mapping under the following title A Study on the Use of Mind Mapping Technique to Improve Reading Comprehension Ability of the Eleventh Grade Students of SMAN 1 Kupang. The problems of this research are: 1. Is the use of mind mapping effective to improve reading comprehension ability of the eleventh grade students of SMAN 1 Kupang? 2. How is mind mapping technique used to improve reading comprehension ability of the eleventh grade students of SMAN 1 Kupang?

METHOD

This study was conducted to know the effectiveness of using mind mapping technique in teaching reading skill. For present study the writer used an action research method. It was done by systematically collecting data of one's everyday practice and analyzing it in order to come to some decisions. About what the researcher future practice should be. This process essentially what is meant by action research (Wallace:1). Bogdan and Biklen (in Bruns, 1999:30) states the action research is the systematic collection of information that is designed to bring about social change. The writer has conducted classroom activities under action research method which covers observation, analysis and clarification that would bring a better understanding of teaching and learning process in the classroom, and to bring about a better change or improvement in classroom practice.

Richad (1998) shares similar idea of Kemmis and Metagart. He states that action research typically involves small scale investigative projects in the teachers own classroom, and consists of a number of phases which often recur in cycles: planning, action, observation and reflection. To support the study, instrument of research consist of observation analysis and investigating mastery/ ability level analysis.

1. Observation Analysis: to analyze the observation of the students' behavior and products of Mind Map during the implementation of the action, the writer used observation evaluation sheets which were scored in range of 1 to 4.

4 points : for "very good"
 3 points : for "good"
 2 points : for "average"
 1 point : for "below average"

The calculation of the final score was used the formula as follow

$$\frac{\text{Score}}{\text{maximum score}} \times 4 = \text{final score}$$

The standard of measurement applied here is as follow

Score	Description
3.56-4.00	Very Good
2.56-3.55	Good
1.56-2.55	Average
0-1.55	Below average

2. Investigating Mastery/ Ability Level Analysis

As suggested by Erom (2013: 76-78) it involves eight steps as follow.

1. Correcting the students' answer sheets.

The questions given were in different level of difficulty according to the Bloom's Taxonomy thus each correct answer got different score. the researcher only used knowledge, comprehension, analysis, and evaluation level of thinking.

- a. Knowledge Level of Thinking (e.g. Define, describe, label, list, match, reproduce, select, and state) gets 1 point.
- b. Comprehension Level of Thinking (e.g. Convert, defend, explain, infer, summarize, rewrite, distinguish, predict, and find the main idea) gets 3 points.
- c. Analysis Level of Thinking (e.g. break down, differentiate, discriminate, out line. and classify) gets 4 points.
- d. Evaluation Level of Thinking (e.g. Justify, support, appraise, judge, and conclude) get 5 points.

2. Counting the correct answers for each students.

3. Giving grade or score to each students.

4. Classifying grades or scores based on the standard of measurement range from 0 to 100.

Pass : Equal or more than 70
 Fail : Less than 70

Score	Description
90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Average
50-59	Below Average
40-49	Less Than Adequate
30-39	Poor
20-29	Very Poor
10-19	Bad
0-9	Very Bad

5. The students' answer sheets were grouped on the basis of the standard of measurement proceeded by determining both score and ability level for each students and the students as a class using the formula below.
 - a. Individual Score and ability level

$$\frac{\text{total student correct answer}}{\text{maximum score}} \times 100$$
 - b. Students' score and ability level as a class:

$$\frac{\text{total students correct answer}}{\text{total response}} \times 100$$
6. Counting the passing students and the failing ones in the subject investigated based on the scores that were based on the standard of measurement applied. 60% of the subject was expected to pass the test.
7. Tabulating the scores of the students to be easily read and understood.
8. The data was described, explained, interpreted, and then concluded

DISCUSSION

This part will be divided into: (1) pre-test, (2) cycle I, (3) cycle II, (4) discussion.

Cycle 1 Pre-Test

Table 1. Pre-Test Result

No	Students' Code	Pre-Test Score	Pass/Fail	No	Students' Code	Pre-Test Score	Pass/Fail
1	S1	60	F	15	S15	50	F
2	S2	60	F	16	S16	80	P
3	S3	60	F	17	S17	-	-
4	S4	60	F	18	S18	70	P
5	S5	50	F	19	S19	60	F
6	S6	60	F	20	S20	80	P
7	S7	60	F	21	S21	70	P
8	S8	50	F	22	S22	60	F
9	S9	60	F	23	S23	70	P
10	S10	40	F	24	S24	60	F
11	S11	40	F	25	S25	50	F
12	S12	60	F	26	S26	-	-
13	S13	50	F	27	S27	60	F
14	S14	60	F	28	S28	50	F

Note: P: Pass (equal or more than 70); F: Fail (less than 70); SN Student 1, etc.

Based on the pre-test result, we can see that from 26 students who took the test only 5 students or 19.23% of the subject was able to pass the passing grade while the other 21 students or 80.77% of them failed it and the average score for the class was 58.84 or “Below average” according to the standard of measurement applied.

Cycle 1 Post-Test

At the end of cycle I students took a post-test and the result of this test can be seen on the following table.

Table 2. Post-Test Result

No	Students' Code	Pre-Test Score	Pass/Fail	No	Students' Code	Pre-Test Score	Pass/Fail
1	S1	65	F	15	S15	65	F
2	S2	65	F	16	S16	85	P
3	S3	60	F	17	S17	-	-
4	S4	80	P	18	S18	80	P
5	S5	75	P	19	S19	75	P
6	S6	80	P	20	S20	85	P
7	S7	75	P	21	S21	80	P
8	S8	65	F	22	S22	65	F
9	S9	75	P	23	S23	75	P
10	S10	60	F	24	S24	70	P
11	S11	60	F	25	S25	60	F
12	S12	75	P	26	S26	-	-
13	S13	60	F	27	S27	65	F
14	S14	75	P	28	S28	65	F

Note: P: Pass (equal or more than 70); F: Fail (less than 70); SN Student 1, etc.

Based on the result of this test we can see that from 26 students who took the test 16 students or 53.85% of the subject was able to pass the passing grade while the other 12 students or 46.15% of them failed it and the average score for the class was 70.58 or “Good” according to the standard of measurement applied.

The researcher also examined the mind map made by the students and the result can be seen in the following table.

Table 3. Result of the Product (Mind map) Evaluation in Cycle I

No	Students' Code	Mind Map Cycle 1		Total	Score	Description
		Sequence	Keyword			
		4	4	8	4	
1	S1	2	1	3	1.5	Below Average
2	S2	2	2	4	2	Average
3	S3	2	1	3	1.5	Below Average
4	S4	2	2	4	2	Average
5	S5	2	1	3	1.5	Below Average
6	S6	2	2	4	2	Average
7	S7	2	2	4	2	Average
8.	S8	1.5	1	2.5	1.25	Below Average
9.	S9	2	2	4	2	Average
10.	S10	2	1.5	3.5	1.75	Average
11	S11	1	1	2	1	Below Average
12	S12	2	2.5	4.5	2.25	Average
13	S13	2	1.5	3.5	1.75	Average
14	S14	1	2	3	1.5	Below Average
15	S15	2	1	3	1.5	Below Average
16	S16	3	3	6	3	Good
17	S17	-	-	-	-	-
18	S18	3	2.5	5.5	2.75	Good
19	S19	2	1.5	3.5	1.75	Average
20	S20	3	3	6	3	Good
21	S21	2	2	4	2	Average
22	S22	2	1.5	3.5	1.75	Average
23	S23	2	1.5	3.5	1.75	Average
24	S24	2	1	3	1.5	Below Average
25	S25	1	1.5	2.5	1.25	Below Average
26	S26	-	-	-	-	-
27	S27	1.5	2	3.5	1.75	Average
28	S28	2	1	3	1.5	Below Average
AVERAGE SCORE				95	1.82	Average

The aspects that were monitored here were only the logic sequence of the map from the topic, sub topic, to the chunk of information and keywords used to summarize the information. The less words used is better. From 26 students who made mind map only 3 or 11.54% of the

subject got score in range 2.56 to 3.55 described as “good”, 13 or 50% of the subject got score in range 1.56 to 2.55 described as “average”, and 10 or 38.46% of the subject got score in range 0 to 1.55 described as “below average”. The average score was 1.82. It means that the students’ ability to make a mind map of a narrative text was “average”

Based on the result of cycle I, the researcher decided to make a cycle II. The aims of making cycle II, because she wanted to improve students’ reading ability and solve the problems in cycle The result of this test can be seen below.

Cycle 2 Post-Test

At the end of cycle II students took a post-test and the result of this test can be seen on the following table.

Table 4. Cycle II Posttest Result

No	Students’ Code	Pre-Test Score	Pass/Fail	No	Students’ Code	Pre-Test Score	Pass/Fail
1	S1	70	P	15	S15	65	F
2	S2	-	-	16	S16	90	P
3	S3	70	P	17	S17	-	-
4	S4	65	F	18	S18	85	P
5	S5	85	P	19	S19	75	P
6	S6	75	P	20	S20	85	P
7	S7	80	P	21	S21	80	P
8	S8	75	P	22	S22	70	P
9	S9	65	F	23	S23	85	P
10	S10	80	P	24	S24	65	F
11	S11	70	P	25	S25	70	P
12	S12	60	F	26	S26	-	-
13	S13	80	P	27	S27	75	P
14	S14	70	P	28	S28	65	F

Note: P: Pass (equal or more than 70); F: Fail (less than 70); SN Student 1, etc.

Based on the result of this test we can see that from 26 students who took the test 20 students or 76.92% of the subject was able to pass the passing grade while the other 6 students or 23.08% of them failed it and the average score for the class was 74.42 or “Good” according to the standard of measurement applied.

The researcher also examined the mind map made by the students and the result can be seen in the following table.

Table 5. Result of the Product (Mind map) Evaluation in Cycle II

No	Students' Code	Mind Map Cycle 2		Total	Score	Description
		Sequence	Keyword			
		4	4	8	4	
1	S1	2	3	5	2.5	Average
2	S2	3	3	6	3	Good
3	S3	2	3	5	2.5	Average
4	S4	3	2	5	2.5	Average
5	S5	2	3	5	2.5	Average
6	S6	3	2	5	2.5	Average
7	S7	2	3	5	2.5	Average
8.	S8	3	3	6	3	Good
9.	S9	2	3	5	2.5	Average
10.	S10	3	4	7	3.5	Good
11	S11	2	3	5	2.5	Good
12	S12	2	4	6	3	Good
13	S13	4	3	7	3.5	Good
14	S14	3	2	5	2.5	Average
15	S15	2	3	5	2.5	Average
16	S16	4	4	8	4	Very Good
17	S17	-	-	-	-	--
18	S18	3	3	6	3	Good
19	S19	2	4	6	3	Good
20	S20	3	3	6	3	Good
21	S21	4	2	6	3	Good
22	S22	2	4	6	3	Good
23	S23	2	3	5	2.5	Average
24	S24	3	2	5	2.5	Average
25	S25	3	4	7	3.5	Good
26	S26	-	-	-	-	-
27	S27	3	2	5	2.5	Average
28	S28	2	3	5	2.5	Average
AVERAGE SCORE				147	2.83	Average

From 26 students who made mind map 1 or 3.85% of the subject got score in range 3.56 to 4.00 described as “very good”, 12 or 46.15% of the subject got score in range 2.56 to 3.55 described as “good”, and 13 or 50.00% of the subject got score in range 1.56 to 2.55 described as “Average”. The average score was 2.83. It means that the students ability to make a mind map of a narrative text was “good”.

After the researcher follows some procedures in analyzing the data collected during the research, she will be discussed the result of finding in cycle I and cycle II. During the researcher did the classroom action research in cycle I, the researcher found that students still had problem with difficult words, students tended to stop working when face difficulty, determining the keywords was still difficult for the students, students needed more time to comprehend a text and make a mind map, long instruction confused the students and giving each and every group a personal, one way explanation made everyone got different understanding and caused miscommunication.

Based on the result in cycle I, the researcher thought that it was not enough so she made cycle II to improve students' reading ability. This study the researcher noted that with necessary stimulus students were able to comprehend a narrative text with minor difficulty, though they felt that summarize a paragraph into a single keyword was difficult they still accepted the challenge and managed to overcome it, they related what they found in the text with their previous knowledge.

CONCLUSIONS

As previously discussed, there were improvements shown by the subject. The pretest result was very low and categorized as "below average", in which the average score was 58.84 of 100 and only 19.23% of the subject was able to pass the test. The result of cycle I showed that the average of the posttest score increased to 70.58 of 100, which is categorized as "good". 53.85% of the subject was able to pass the test. The average product score was 1.82 of 4.00 and the average score of students' behavior and respond was 2.58 of 4.00. Students had passed the standard of achievement applied, which was 70.00 in score and more than 50% of the subject had been able to pass the cycle I posttest. While the result II showed that the average of the posttest score increased to 74.42 Of 100, which is categorized as "good". 76.92% of the subject was able to pass the test. The average product score was 2.83 of 4.00 and the average score of students' behavior and respond was 2,85 of 4.00. With the satisfactory result obtained in cycle II, there was no need to proceed to the next cycle. Students had passed the standard of achievement applied, which was 70.00 in score and more than 70% of the subject had been able to pass the cycle II posttest. Based on this result it can be concluded that the implementation of Mind Mapping improves the reading comprehension skill of the eleventh grade students of SMA NEGERI 1 KUPANG.

Daiek and Anter state that reading is an (inter) active process in which one's cognitive mostly involves (2004: 5) but not many techniques can actively trigger students' cognitive aspect when they are reading, however, Mind Mapping is. When students are making their Mind Map they have to really understand the text before put a keyword in a branch. Mind Mapping forced them to interact deeply with the text. It triggered their cognitive. Furthermore, since Mind Map is one of the Synthesis level of thinking tools it activates the critical thinking as well.

The eleventh grade students of SMA NEGERI 1 KUPANG have higher level of cognitive potential that can be developed further if they are given appropriate challenge and stimulus. If they are high expected to be successful and given enough support and encouragement they will.

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BIODATA

Rati Benu, S.Pd is a student at postgraduate level of Nusa cendana University and still in 1st semester. She interested in teach children in Sunday school and still have a dream to being a lecturer.

**MONITOR HYPOTHESIS USED IN SPEAKING AS AN EXPERIENCE
BY THE SECOND SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM
OF ARTHA WACANA CHRISTIAN UNIVERSITY**

Destrina S Bekaliki
Nusa Cendana University

Monitor Hypothesis is one of Krashen theory about the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule. There are three monitor such as Monitor Under User, Monitor Over User and Optimal Monitor. Those monitor are used to know performance of students in speaking English. The research aims to find out kinds of monitor hypothesis used in speaking as an experience by second semester students of English Study program of Artha Wacana Christian University in Academic Year 2008/2009. The theory used to analyze the speaking was the monitor hypothesis proposed by Krashen (1985). The method used for this research was qualitative by describing the result of the research. The finding of the research about the kinds of monitor hypothesis used in conversation as an experience by second semester students are : first monitor under user is 31 % of 10 students; second, monitor over user is 28% of 9 students; and the last optimal monitor 41% of 13 students. Optimal monitor is more user by the students in which there are 13 students (41%) who applied this kind of monitor hypothesis.

Keywords : Monitor Hypothesis, Monitor Under User, Monitor Over User, Optimal Monitor

INTRODUCTION

In process of second language and foreign language development Krashen (1981) proposed Monitor Hypothesis theory, there are Acquisition and learning. Acquisition is said to be a subconscious process which leads to development of competence and is not dependent on the teaching of grammar rules and learning refers to a conscious study and knowledge of grammatical rules. This hypothesis states that conscious learning has an extremely limited function in adult second language performance and it can only be used as monitor or an editor. The hypothesis says that when we produce utterances in second language, the utterances 'initiated' by the acquired system, and our conscious learning only comes into play later.

Nowadays, English has become the most famous language to be used in the world, no exception in Indonesia. This language, which is usually called as second language or foreign language, has become one of the language that should be understood by most of learners in Indonesia. Moreover, it has become a compulsory lesson in Indonesian school. Learning a language (English) as a tool of communication with other needs long process since we were child until we grow up. Picking up the language we are learning is done through conscious way. Learning a language means "knowing about" a language or "formal knowledge" of a language. On the other hand, process of learning a language labelled conscious way of developing language competence (Bire, 2007:9). Learning is conscious study about knowledge of grammatical rules. In producing utterances, learners usually use their acquired systems of rules. Learning and learned rules have only one function to serve a monitor or editor of utterances initiated by the acquired system and learning cannot lead to acquisition

(Krashen 1985:29). Therefore, in learning English, learners consciously learn about grammar for use in speaking English.

There are four skills that must be learn a language such as listening, speaking, reading and writing. Speaking and writing are called productive skills because while using these skills a learner is not only active but also produces sounds in speaking and symbols (letters, etc) in writing. Learning English means that the learners master the four skills and now on focus on speaking. According to Chaney (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts. In other hand Huebner (1960: 5) says that speaking is a skill used by someone in daily life communication whether at school or outside. Moreover, Tarigan (1986) states speaking as the ability to produce articulation, sounds, or words to express, to say, to show and to think about ideas, taught and feeling. From experts statements, the writer concludes that speaking is a process of oral activity used in daily life as a part of communication in which verbal and non – verbal symbol used in sending and receiving messages. Speaking as experience refers to what normally mean by conversation and describes interaction that serves a primaily social function. When people meet, they exchange greeting, engage in small talk, recount recent experience and so on because they wish to be friendly and to establishe a comfortable zone of interaction each others. In this study the writer will focus on the speaking as an experience that researched the use of monitor hypothesis.

Monitor hypothesis is the 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule. There are three monitor such as Monitor Under User, Monitor Over User and Optimal Monitor. Those monitor are used to know performance of students in speaking English. The Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen (1982) the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule.

It appears that the role of conscious learning is somewhat limited in second language performance. According to Krashen (2000), the role of the monitor is - or should be - minor, being used only to correct deviations from "normal" speech and to give speech a more 'polished' appearance. It means that monitor is use to know how students use monitor in their speaking after have conscious learning.

Krashen (1997) also suggests that there is individual variation among language learners with regard to 'monitor' use. He distinguishes those learners that use the 'monitor' all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users); and those learners that use the 'monitor' appropriately (optimal users). An evaluation of the person's psychological profile can help to determine to what group they belong. Usually extroverts are under-users, while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the "monitor".

From the hypothesis, this study focuses on the monitor hypothesis that used in speaking as an experience by second semester students of English Study Program of Artha Wacana Christian University in Academic Year 2008/2009.

RESEARCH METHOD

This study adopted a descriptive qualitative method. The writer describe the monitor hypothesis that used by student in speaking as experience. There are three monitor hypothesis that used by the student such as monitor under user, monitor over user and optimal monitor. The population of this study is the students of second semester in English program study of Artha Wacana Christian University, there are 357 students. For the sample the writer used cluster random sampling. The writer take 32 students were divided into seven group. Every group is given a topic for speaking about daily activity and they make conversation in the front of class and the writer observed by using recording. The writer recorded the student's conversation and made transcription of the conversation. The writer classified the data and analyzed them based on the kinds of monitor hypothesis.

RESULT AND DISCUSSIONS

The classification of monitor that uses by the students

Numbers of group	Speakers	Monitor Under User	Monitor Over user	Optimal Monitor
I	1			√
	2	√		
	3		√	
	4	√		
	5	√		
II	1		√	
	2			√
	3		√	
	4	√		
III	1	√		
	2	√		
	3			√
	4		√	
	5		√	
IV	1			√
	2		√	
	3	√		
	4		√	
V	1			√
	2		√	
	3			√
	4			√
VI	1			√
	2		√	
	3			√
	4			√
	5	√		
VII	1			√
	2			√
	3			√
	4	√		
	5	√		
Total	32 Students	10 Students (31%)	9 Students (28%)	13 Students (41 %)

Monitor Under User

Based on table above, there are 32 students in class B of Second Semester. The writer found 10 students belong to monitor under user such as : No 2,4,5 in first group; No 1,4 in second group; No 1,2 in third group; No 3 in fourth group; No 5 in group sixth and No 4,5 in Seventh group. Monitor under user is monitor used by student without hesitation but consists of many error and mistakes. They did not rely on conscious rule but only on acquisition. The writer transcribed the data students' appropriateness in monitor under user, they are follows:

Group I:

Speaker 2 : *"What is you doing here?" What will you do after back to Campus?"*

Speaker 4 : *"I get up at 6 o'clock . After that I will sweep the floor and cooking. After take a bath i will breakfast with my parents and then i will come to campus. I will take my lunch and then take a rest about thrirteen minutes, then I wake up and help my mother to clean in the house, after that I will do my project or read some book."*

Speaker 5 : *"The lecture is very slow and i didn't sleep yesterday night. I do my homework until midnight. After Jogging I will take a bath and then i will prepare myself came to Campus."*

Group II :

Speaker 4 : *"Everyday i wake up at four o'clock in the morning. Tidy my bedroom, fry cake, then washing dishes, sweep floor and window, watering the flowers then prepare breakfast then take a bath. At seven o'clock i have breakfast. In the afternoon, i helping my mother to sale cakes and I back to home to having dinner. And then i go to sleep."*

Group III :

Speaker 1 : *"I looking for some book to do my structure project. We are talk about our project. In my leisure time i always go to shopping with my sister and watch TV."*

Speaker 2 : *"Sometime i wake up at five o'clock after that i take a bath and then i breakfast and go to Campus."*

Group IV :

Speaker 3 : *"For me, in the morning i usually preparing breakfast for my family and after that i will prepare clothes that i have to wear to go to kampus. And at six o'clock i usually take a bath and brushing my teeth. After that i will preparing myself and taking my breakfast at a half past six until seven. After that i will go to campus."*

Group VI :

Speaker 5 : *Yes, stay away from our family not a reason to be lazy people but we must learn to stand alone. I usually wake up at thirty past four to clean my dormitory, prepare and having breakfast and prepare myself to go to campus because my dormitory little far from campus. How about you primus?*

Speaker 7 : *"Both of we always get up at five o'clock every morning but after that I usually jogging while frans usually worship in the morning."*

Group VII:

Speaker 5 : *"I looked both of you are talking about something. May I know what's you're talk about? Oh.... So, what are the activity that you always do?"*

Based on the Krashen's theory about Monitor under user, the writer found the students uses less monitor to edit his/her language along the conversation, the students do not focus on grammar and there were many mistakes in the conversation.

Monitor Over User

Monitor over user is used by students who monitor all the time. The students appears to use language hesitantly and use too much time to avoid errors and mistakes. The writer transcribed the students as follows:

Group I

Speaker 3 : *"I usually get up at five o'clock and I cooking mmmmm I cook rice. If I mmmmm have class in the morning, I aaaaaa go to Campus. If I do not have class I take a rest."*

Group II

Speaker 1 : *"I think you have forget mmmm forgotten mine. It likes different. Well, I always wake up at five o'clock then mmmm after that I do jogging. Then I prepare everything to go Campus. Back from Campus usually at one o'clock or three o'clock depends on class that i have. If I have 2 classes, I return home at one o'clock but if I mmmmm have 3 class mmmm classes I back home at three o'clock. After that I take a nap. In afternoon I mmmmmm playing mmmmm play badminton with my friends."*

Speaker 3 : *"hmmmmmm mine? I always wake up at six then tidy my beds i mean my bedroom, after that I wash my dishes then prepare mmmmmm breakfast aaaa and then take a bath. At seven thirteen mmmm seven thirty i go to Campus until one o'clock but sometimes three o'clock. In the evening i have dinner at seven o'clock then mmmm I do my homework until nine and finally I go to bed."*

Group III

Speaker 4 : *"hi, tomorrow is holiday, isn't it?emmmm. what is your activities in your leisure time? What do you mmm do after you back from campus, Oksen?"*

Speaker 5 : *"what time do you get up in the morning? Ohhh, we are sama mmm same. I always get up at five o'clock every morning. And.... I take a bath at five thirty and then i had mmmm have breakfast at six then i go to campus."*

Group IV :

Speaker 2 : *"your activity almost same with me. You know, i Just stay alone in my dormitory. So.... in the morning i didn't mmm don't have time to do mmmmm go jogging because when I wake up at five, I usually clean my room, was dishes, cook rice and prepare my clothes and mmmm I usually take a bath and brush my teeth at six forty until seven. Then I have breakfast at seven. I need ten minutes to go to campus because you know that my dorm is not so far from Campus."*

Speaker 4 : *"I usually wake up at five thirtybut i'm so busy in the morning, so i don't have have enough time to go jogging. You know mmmmmm i have to clean my house, preparing mmmm prepare my clothes then take a bath and brush my teeth. And mmmmmm have breakfast finally go to campus."*

Group V:

Speaker 2 : *"Every morning mmmmmm I always prepare myself to campus but before that I help my mom to clean my house."*

Group VI :

Speaker 2 : *"In the afternoon, I usually take a nap, after that I take a bath and going mmm go to my friends for singing and playing guitar then back home to prepare our dinner and have dinner with my mom and my niece mmm ny cousins. After that we watch TV."*

Krashen(1985) stated that the learners use more monitor to edit his/her language along the conversation. From the statement above the writer found that the students were hesitant when speaking and need much time to avoid errors and mistakes in their sentences.

Optimal Monitor

Monitor is used by the learner without hesitation and makes changes once or twice in his /her talk. The writer transcribed the results which prove that the students belong to optimal monitor as follow as:

Group I :

Speaker 1 : *"If me, i get up at six o'clock and i read one of my book then i cook rice. After that I take a bath and have breakfast finnally go to Campus."*

Group II :

Speaker 2 : *"Everyday I wake up at five o'clock after that i tidy my bedrooms. Then i go jogging then I sweep the yard at seven fifteen. I have breakfast at eight o'clock then I start to go to campus until three o'clock then back to home at three fifteen. After have lunch I took .. take a nap. In afternoon at five o'clock I play basketball with my friends. After that I take bath and then have dinner. I start study at 8pm until 10pm and finally go to bed."*

Group III

Speaker 3 : *"I take a rest for a while then have lunch and do homework. In afternoon i watch TV then I take a bath. At seven o'clock I have dinner. After that I study then go to sleep."*

Group IV

Speaker 1 : *"You know friends, I'm very happy to go to Campus every morning. I start go to Campus at eight o'clock and finish at five pm. I am dissapointed if the lecture do not come."*

Group V

Speaker 1 : *"I do not do anything so i will accompany yo to go to library. How about you Yery?"*

Speaker 3 : *"I go to library with you."*

Speaker 4 : *"That is good idea. If you not mind i will go with you."*

Group VI :

Speaker 1 : *"Yes I do. For my breakfast i usually eat a bowl of noodle or a cake and drink tea. How about you (Peter and Marselus)?"*

Speaker 3 : *"I don't live with my parents now on. I live with my brother. I usually wake up at five o'clock too. Then prepare our breakfast, wash some clothes and then go to campus."*

Speaker 4 : *"My activities in the afternoon same with you Marselus. If we don't play football, i usually listen to radio."*

Group VII

Speaker 1 : *"I myself, go home and have lunch after that take a bath and if have enough time I water some flower inthe flower garden. How about you, Mike?"*

Speaker 2 : *"When arrive at home, i take a rest then have lunch. In afternoon I sweep floor and take a bath. What do you do in the evening, Frans?"*

Speaker 3 : *"After take my lunch i take a rest, after that I play football then I take a bath."*

Krashen (1985) stated that optimal monitor is the learners use monitor to edit his/her language along the conversation whenever it is necessary. From the theory above the writer found that the students have prepared themselves to speak up without hesitation and the correctness did not disturb when they speak.

CONCLUSIONS

Based on the analysis of the conversation by second semester students of English Study Program of Artha Wacana Christian University, the writer can draw some conclusions as follows:

- a. Monitor Under User is monitor belongs to the students who use less monitorto edit their language along the conversation and do not pay attention the grammar. There are 10 students (31%) from 32 students.
- b. Monitor over user is monitor belongs to the students who use monitor to edit their language hesistantly and use too much time to avoid errors and mistakes. The total number of students are 9 students (28%) from 32 students.
- c. Optimal monitor is monitor belongs to the students who use monitor to edit their language whenever it is necessary and without hesitation. The total numbers are 13 students (41%) from 32 students.

The result of the research proved that the percentage of students who belong to optimal monitor is higher than students who belong to the monitor under user and the percentage of students who belong to the monitor over user is lower than monitor under user and optimal monitor.

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THE USE OF QUESTION STRATEGIES IN EFL CLASSROOMS

Thresia Trivict Semiun
Timor University

ABSTRACT

This study aimed at describing types and purposes of questions addressed by the EFL teacher. It was a case study of descriptive qualitative design by observing a Public Senior High School EFL teacher in *Kota Kupang*. The classroom observation and audio-recording were conducted to gain various questions addressed by the teacher during teaching and learning process. Then, interview was conducted to seek the answers related to the purposes of questions. The data was analyzed based on types of teacher's questions proposed by Gebhard (2000). The data analysis revealed certain results. First, the types of question respectively were display questions, referential question, comprehension check, and confirmation questions. Second, the purposes of the addressed questions were: (1) to find out if the students understood about the material being taught, (2) to give feedback, (3) to measure students' ability based on the indicators prepared on the lesson plans, and (4) to get certain information. This study had shown that questions were important to create meaningful classroom learning, therefore EFL teachers in general should know questions and apply it as a teaching strategy in the classroom.

Keywords: Question Strategies, EFL Classrooms

INTRODUCTION

Questions are frequently asked by teachers from the start of the lesson until the end of the lesson. It plays an important role in teaching and learning process since it invites students to think and engage the students in active learning. The questions are also used by the teachers as a part of learning assessment to determine how they organize and present the new learning. Thus, questions have become strategies in EFL learning process since it can engage students in interaction (Lightbown and Spada, 2013).

Many researchers have conducted research on EFL teachers' questions from various aspects. Few of them are Fitriati *et al.* (2017) who examined the importance of EFL teachers' questioning strategies in an EFL classroom. The result revealed that question strategies were crucial to engage students in the classroom interaction, to enhance students' verbal responses, and to lead to the comprehension of the lesson. Anisah, *et al.* (2019) analyzed the types of EFL teachers' questioning strategies to scaffold students' learning in reading. Through classrooms observation, teachers' interviews, and document analysis the data were taken. The obtained data showed that the teachers used all questioning strategies. Hence, the students' reading comprehension would increase with the scaffold from the teachers.

The research has shown that questions are useful and necessary within different EFL classroom situation. They help EFL teachers to engage students with the learning, to move students from simple responses, to think more actively in lessons and learn from the answers given by other students. Therefore, questions play an important role because students will have the opportunity to participate if they are asked a question by the teacher (Ellis, 1994). When the teacher enters the classroom, she becomes the person who has authority to control or manage the class. All of her action in the classroom mostly has been prepared. Before teaching, the teacher has to write a lesson plan to lead when teaching in the classroom. A lesson plan is a description or outline of the objectives a teacher set for a lesson. It includes

the materials, resources, activities and procedures that will be used by the teacher to achieve the objectives. All activities in the classroom must be appropriate to the lesson plan.

A lesson plan includes learning activity. Learning activity consists of three steps. They are pre-activity, main activity and post activity. In pre-activity, teacher gives questions that have function to lead the students to enter new material. For example, if the material is about asking or giving an opinion, the teacher uses probing questions like *Have you ever expressed your opinion? In what situation did you express your opinion?* Here, we can see that questions have function to guide the students, so they can guess what kind of material that they are going to learn today. Not only that but also those questions are as a medium to stimulate the students to think. In the classroom, there are some questions that are usually given by the teacher before she begins to teach. The questions are *Who is absent today? Have you finished your homework?* These questions of course do not have function to guide the students or to know if the students understand about the material or not. The teacher simply needs certain information.

From the discussion above, the writer concludes that questions given by the teacher in the classroom are very important for the success of the students because those questions have their function or purpose. Not only that, but questions become a strategy that is chosen by the teachers to help them in teaching and learning process. That was why the writer conducted this study entitled **The Use of Question Strategies in EFL Classrooms**. This study was aiming at answering the following questions: 1) What types of questions strategy did the EFL teacher address to students? 2) What are the teacher's reasons of addressing questions to the students?

METHOD

This research was a case study of an EFL teacher in Kota Kupang. It applied three kinds of data collection i.e. classroom observation, classroom audio-recording, and interview. There were four class meetings observed by the researcher. Within the classroom, the observation sheet was filled and audio was recorded. After conducting the classroom observation and classroom audio-recording, interview with the EFL teacher was done.

The data later was analyzed descriptively based on the purposes of teacher's questions by Gebhard (2000:71). There were five types of questions i.e. display question, referential question, comprehension check, confirmation question and clarification check. The data were analyzed based on the definition of each question. First, display question is a question in which the teacher already knows the answer and wants the student to display knowledge, such as "What color is your shirt?" Second, referential question is a question in which the teacher does not know the answer, such as "What is your favorite color?" Third, comprehension check is a question to find out if a student understands, such as "Do you understand?" Fourth, confirmation question is a question to verify what was said, such as "You said you got up at 6:00?" Last, clarification check is a question to further define or clarify, such as "Did you say you got up at 6:00 or 7:00?" Meanwhile, the result of interview was analyzed by employing descriptive analysis.

DISCUSSION

This section will be started by describing the findings of the first research question: *What are types of teacher's question used in an EFL classroom?* The findings show that the teacher in this study used mostly four types of questions out of five proposed by Gebhard (2007). Those

are display, referential, comprehension check, and confirmation. There was no question that could be classified as clarification check.

The four types of question that were used by the teacher in this study will be illustrated with some extracts as follows:

1) Display

Display question is a question in which the teacher already knows the answer and wants the student to display knowledge. The following are examples of display question used by the teacher.

Example 1:

If you ask for someone's opinion what did you say? If you want to ask someone's opinion what did you say? If you give your opinion what did you say?

The teacher already knew that to express opinions we can use: *What do you think?* or *What's your opinion?* She just wanted the students to express their ideas by giving the answers.

Example 2:

How do you spell "retired"?

It is a display question because the question could show students' ability in vocabulary. During observation, it was revealed that the teacher would ask questions related to how to spell, or how to write certain English words.

Example 3:

What is your response?

Before asking this question, the teacher first asked the students *Do you think your class is clean?* However, the students did not answer her so, she asked *What is your response?* It is a display question because the teacher wanted the students to show their opinion about their class.

Example 4:

How do you feel when your desires have been fulfilled?

The teacher already knew that people would be happy or satisfied when their desires had been fulfilled. Here, the teacher only wanted the students to think about the answer because the answer would take them into the material. The question was a probing question for new topic i.e. expression satisfaction and dissatisfaction.

Example 5:

What did you say?

The teacher asked this question after she asked the students a probing question. The probing question was "Have you ever given your opinion to someone?" The students answered "Yes". It means that the teacher wanted the students to remember and think what the student said when they gave opinion.

From the whole data, it appeared that display question was mostly asked by the teacher. At the first observation, there were thirteen display questions. Through the second observation, there were ten display questions. By the third observation, there were eleven display questions. And, the last observation, there were ten display questions.

2) Referential

Referential question is a question in which the teacher does not know the answer. The following are examples of referential question used by the teacher.

Example 1:

Who is absent today?

The teacher asked those questions because she wanted to get information about the students who did not come to the school.

Example 2:

Where is John?

The teacher asked this question to find out where John was sitting.

Example 3:

Who can give another example? Who wants to write another example?

The teacher wanted to know if there was another student who could answer the question or wrote the answer on the white board.

Example 4:

Finish? Do you finish?

The teacher did not know if the students already finished completing the blanks so she asked those questions.

Example 5:

How about your holiday, are you happy? Are you satisfied with your holiday?

Those were probing questions and the teacher wanted to know the answer because on that day, the teaching and learning process began after ten days holiday.

From the whole data, it appeared that referential question was the second highest question asked by the teacher. At the first observation, there were three referential questions. At the second observation, there were eight referential questions. At the third observation, there were five referential questions. And, at the last observation, there were six referential questions.

3) Comprehension Check

Comprehension check is a question to find out if a student understands. The following are examples of comprehension check used by the teacher.

Example 1:

Do you get the point? Clear? Any question about asking for and giving an opinion?

The teacher wanted to check if the students understood about the material that had been given by her, because if the students did not understand the teacher would explain again, or she would give opportunities for the students to ask about the material that they did not understand.

Example 2:

Do you understand? Do you have any questions about asking for and giving opinions?

The teacher asked those questions to know whether the students understood about the material or not if they had questions they could ask the teacher to give more explanation about the material.

Example 3:

Do you understand about material today? Do you have question?

The teacher wanted to know if the students understood about the material. That was way those questions were comprehension checks.

From the whole data, it appeared that comprehension check was the third highest question asked by the teacher. At the first observation, there were three comprehension checks. At the second observation, there were two comprehension checks. At the third observation, there was one comprehension check. And, at the last observation, there were two comprehension checks.

4) Confirmation

Confirmation question is a question to verify what was said. The following are examples of confirmation used by the teacher.

Example 1:

Is it true or not?

It was a clarification check because the teacher wanted the students to clarify or to check their friends' answers.

Example 2:

Is it satisfaction or dissatisfaction?

The teacher wanted the students to clarify a sentence written on the blackboard, whether it was an expression of satisfaction or not.

From the whole data, it appeared that confirmation was the fourth highest question asked by the teacher. At the first observation, there was one confirmation question. By the second observation, there were two confirmation questions. At the third observation, there were three confirmation questions. And, at the last observation, there were two confirmation questions.

The interview findings indicated that while teaching, the teacher used bilingual language. She asserted that commonly she used more Indonesian while she taught Social class. According to the teacher, students, who were assigned into Social class found it difficult to understand English. It was different if she taught Science class or Language class. She will speak English mostly because those classes were better than Social class. She added that by using

bilingual method all students (Social, Science, Language class) would understand more about the materials. The interview also revealed some implicit reasons why the teacher asked questions. According to the teacher, she gave questions to find out if the students understood about the material that had been taught by her or not. She wanted the students to give feedback. She wanted to know students' ability and to measure student's ability which was adjusted with the indicators. Last to get certain information, for example when she asked question "Who absent today?" She wanted to get information about the students who did not come to school.

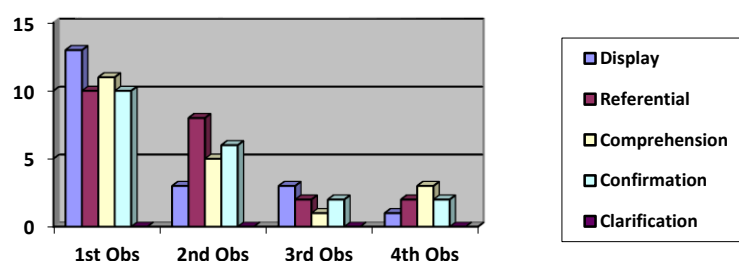
When the teacher asked questions, the students would be active. It happened while she taught in Science or Language class. Meanwhile, if she taught Social class there were few students who were active to answer her questions. In giving questions, the teacher would base on the indicators. For example, if she taught reading skill and the indicators were to identify the main idea in a narration text or to determine the generic structure of narration text then the teacher would give questions like *What is the main idea of paragraph one in that text? What is the generic structure of narration text? What are generic structures of the text?* She added that indicators were used to measure the students' ability.

When the writer asked the teacher why she asked questions or what was teacher's reason, she answered that she gave questions for some reasons. The reasons were: (1) to find out if the students understood about the material that had been taught in the previous meetings, (2) the teacher wanted the students to give feedback, (3) she wanted to know student's ability based on the indicators presented in her lesson plans, and (4) she wanted to get certain information.

Based on the research findings, the teacher mostly used display question. The total of display question was forty four questions. Second, the teacher used referential question. The total of referential question was twenty two questions. Third were comprehension check and confirmation questions. The total of these questions for each was eight questions. The last was clarification check. The teacher did not use this type of question.

The total of question can be clearly seen on figure 1. As the information, the teacher used both English and Indonesian to ask questions. However, this research only focused on English questions posed by the teacher.

Figure 1. Types of Teacher's Questions



This study indicated that the teacher mostly used display questions. The result was in line with Vebryanto (2015). The teacher would prefer display questions rather than referential questions. It seems that this preference of using this type of questions results from the fact that the students' level has not reached a certain proficiency level. It is supported by the finding of interview, when the teacher said that she would use Indonesian and English to ask questions because she considered students' language proficiency level. The finding of this study was in line with Zohrabi, et al. (2014) who revealed that questions asked by the teachers would be different based on students' language proficiency level. Moreover, display questions are important because these questions are designed to elicit learner's prior knowledge and to check the students' comprehension. These questions often focus on the form or meaning of language structures and items, and the teacher already know the answer. For instance, *How do you spell "retired"?* showed language structures meanwhile *How do you feel when your desires have been fulfilled?* was used to elicit students' prior knowledge. By asking more display questions, the teacher provides students with grammatical and vocabulary knowledge Zohrabi, et al. (2014).

Meanwhile, in the interview the teacher already gave her reasons why she asked the questions. She had four reasons. The reasons were (1) to find out if the students understand the material (2) the teacher wanted the students to give feedback, (3) to measure student's ability which was adjusted with the indicators, (4) to get information.

CONCLUSIONS

Based on the data analysis and discussion, the writer draws conclusions as the following. *First*, the types of question addressed by the teacher were display, referential, comprehension check, and confirmation questions. It is interesting that the teacher did not use clarification check. This could indicate that the teacher did not know whether her students understood her during the classroom learning. *Second*, there are reasons why she asked questions. The reasons are: (1) to find out if the students understood about the material that had been taught in the previous meetings, (2) the teacher wanted the students to give feedback, (3) she wanted to know student's ability based on the indicators presented in her lesson plans, and (4) she wanted to get information. The first reason could be related to comprehension check, the third reason could be related to display question, and the last reason to referential question. These reasons were suitable with three types of teacher questions.

Based on the conclusions, the teacher therefore are suggested to know well types of questions and should use it during classroom teachings, because questions can create interaction between the teacher and the students. By asking questions, the students would be active. They would think to answer the questions; in that way questions stimulate the students to think.

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STRATEGIES APPLIED BY ENGLISH TEACHERS IN GETTING SECOND GRADE STUDENTS TO DO HOMEWORK AT SMA KRISTEN 1 KUPANG

Erci Heldiyatna Liku

ABSTRACT

This writing aims at answering the following questions: what are the strategies applied by English teachers in getting second grade students to do homework at SMA Kristen 1 Kupang? and what are the purposes in getting second grade students to do homework at SMA Kristen 1 Kupang? The writer analysed the data by using descriptive qualitative method, by using questionnaire as the instrument. Data gained for this research were the answers of three teachers in which based on the questionnaire. The writer analysed the questionnaire to find out whether the English Teachers at SMA Kristen 1 Kupang used strategies in getting second grade students to do homework suggested by Darling-Hammond and Iffill –Lynch. It was concluded that the English teachers at SMA Kristen 1 Kupang, applied the strategies in getting second grade students to do homework such as assign work that is worthy of effort, make the work double, find out what students need, create space and time for homework. In applying these homework strategies, the teachers get some purposes such as practice, preparation, participation, personal development, peer interactions, parent-child relations, suggested by Epstein. Getting some explanation toward each of the homework purposes.

Keywords: *Homework Strategies, Homework Purposes, English homework*

INTRODUCTION

Teaching and learning are important activities of education. Teaching is showing or helping someone to learn how to do something, giving instruction guiding the study of something, providing knowledge, causing to know or understand. Teaching cannot be let aside from learning. It is guiding and facilitating learning, enable the learners to learn and set condition for learning while learning is acquisition or getting, retention of information or skill, retention implies storage systems, memory, cognitive, organization, involves active, conscious focus on acting upon events outside or inside the organism, relatively permanent but subject to forgetting, involves some form of practice, a change in behavior (Brown 2000:19).

Teaching strategies is the method use to deliver information in the classroom, or in some other medium. Moreover, teaching strategies help to achieve students about a class topic, engage students in learning, develop critical thinking skills, keep students on task, an useful classroom interaction, and in general, enhance to learning to course content (Murphy, 1995:5).

According to the writer's own experience, when teachers in getting students to do homework at SMA Kristen 1 Kupang, the writer noticed that the teaching of English, However, teachers in getting second grade students of IPA2 and IPS at SMA Kristen 1 Kupang to do homework.. But it still difficult for students to the working the homework so, Homework should be structure around content which students have a high degree of familiarity. Learning you content doesn't happen quickly requires practice speed out over time. While students a learning a skill, it is not time for the students perform a skill speed .Based on the theories above, the whiter conducted a research under the title Strategies Applied by English Teachers in Getting Second Grade Students of IPA² and IPS at SMA Kristen 1 Kupang to do Homework.The Problems to be solved from this study are : What are the strategies applied by English teachers in getting second grade students of IPA² and IPS at SMA Kristen 1 Kupang

to do homework? What are the purposes in getting second grade students of IPA² and IPS at SMA Kristen 1 Kupang to do homework?

REVIEW OF LITERATURE

In this writer presents some concepts or theories dealing with the on the strategies applied by English teachers and purposes in getting second grade students of IPA² and IPS at SMA Kristen 1 Kupang to do homework. Previous of the study about theories, according to Loe (2006: 6) The strategies applied by English teachers in giving homework to the students of SMA N 2 Rote Barat Daya in the school year 2005/2006. It is very important for every teacher to consider about these strategies to be used or applied when giving homework. The writer suggest that teachers should give homework to the students after teaching and learning process with various strategies.

Teaching strategies are very important to give lessons in a technique by teachers in teaching learning process in classroom or outside class. Teacher give homework to the students must be their understand and then their remember again about materials, so the writer could say that getting students to do homework is one of the way how to improve or develop students understanding on the materials given at teaching and learning process.

The findings out theory that support or answer the problem. Homework is very important and very benefit for students, parents and teachers/school. The benefit for students is that students are able to learn by themselves, discipline, have a curiosity about the material that has been passed or has passed, with the know that students are able to process their own thoughts with critical thinking and more responsible. When students are able to think critically students are sharpening and improving their understanding through homework. Cooper (2007:10).

Strategies in Getting Students to do Homework

The four strategies in getting students to do homework by Darling-Hammond and Ifill-Lynch in Memo and Marshall (2006:3) as follows :

- a. Assign work that is worthy of effort
Before the teachers set homework, the previous teacher asked whether the homework given could be done and understood by the students or not. When the teacher delivers home tasks understood by the students, the students is able to process his or her mind and work on it and also students are able to learn independently at home.
- b. Make the work double
Homework in duplicate as the first, homework very similar, with the material already given. When students understand the material provided by the teacher, students can directly do it.
- c. Find out what students need
When teachers want to get students to do homework, the teacher must find out what the student needs in terms of doing homework. Said Darling Hammond and fills- lynch “ They have to be motivated and organized to do it.” The primary student needs are motivation and attention. According to brown (2001: 28).
- d. Create space and time for homework
Some teachers invite students to do homework during preparation or lunch break. Teachers provide additional tutoring time in the afternoon as well as vacation time in the summer, with space and time for homework there must be a response between teachers and students to work together in terms of completing homework.

The purposes of Homework

Nothing that dynamics of homework appear to vary at different levels of the schooling, and that the body of research focuses more on the situation in the years of secondary schooling, Epstein observes that “homework is considered one of the most important practices for establishing a successful academic environment in high school”. “is that if public school would be homework, their students would learn more effective” (Epstein 2001:236) in Allane & Macgregor (2009:2). Homework may be given to provide students extra time to practice what has been learner in class. Through a review of the literature, Epstein has developed a conceptual six-point typology of the reason that homework is assigned to students.

METHOD

In the writer presents data gained on the strategies and purposes applied by English teachers in getting second grade students of IPA2 and IPS at SMA Kristen 1 Kupang to do homework. As stated on the chapter three that subject of this study is three teachers separately in the form of the questionnaire. The data found they are discussing all together in the part of discussion, it means that is divided in two main part in which namely findings and discussion. In addition, the technique collecting data, as suggested on the the writer used questionnaire. The result of the questionnaire about the strategies and purposes applied by English teachers in getting second grade students to do homework. The questionnaires have been completed by three of English teachers for second grade of IPA2 and IPS at SMA Kristen 1 Kupang. According to Darling Hammond and Ifill Lynch in Memo and Marshall (2006:3), the strategies suggested are assign work that is worthy of effort, make the work doable, find out what students need, create space and time for homework. While the purposes suggested are: Practice, Preparation, Participation, Personal development, Peer Interactions. (Epstein, 2001: 237-241).

DISCUSSION

Strategies in Getting Students to do Homework

Based on the questionnaire result above, the writer found that *the teacher 1, always* assign work that is worthy of effort. Always give home assignment to my students to measure their abilities on the school subject they have just learned. Assignments are given to improve their skills in particular topics. Moreover, *teacher 2, She often* assign work that is worthy of effort. The teacher uses this strategies to train the students’ ability or knowledge is better. *teacher 3 which also often* does it. Because it is significant for students in deepen their capability, they have a chance to study, agree or not they have to find some ways to do that, so without they revised their English is improving.

Looking at this strategy, the writer can say that the English teachers in getting second grade students of IPA2 and IPS at SMA Kristen 1 Kupang always and often make the work that is worthy of effort, because it is important to them and through this strategy the students are able to comprehend and finish their work. Furthermore, if the students do their homework means they practice at home with more time, relax to improve their English in particular subject and they can get the chance to ask for some people to clarify their homework.

Teacher 1, He sometimes makes the work double, because he just do not my students are given to much home works to do. The teacher assumes that if too much homework will make the students boring with English lesson. But, *Teacher 2, always* make the work double, when students need more explanation or when they do not understand, what she explained.

Teacher 3, She *sometimes* gives the homework for the students as the strategies for the students that do not clear enough about her explanation. The reason is if they take it as homework, they will practice at home in which they can ask some people that can help them.

Based on the this strategy, the writer will say that English teachers in getting second grade students of IPA2 and IPS at SMA Kristen 1 Kupang always make the work double, to make the students more understand the material or work and they can do it. Also, the teachers sometimes make the homework because the teachers realize they have much homework from another subject, many students do not interest much about English lesson.

Teacher 1, He *often* finds out the students need home assignments to increase their skills and knowledge's on t heir school subject. The teachers think that to the students more focus on their math, physics, or chemical subject. *Teacher 2*, she *sometimes* gives homework to her students, because she knows her students ability, some of them understand easily but some of them cannot understand the lesson.

The teacher 3, She *sometimes* gives homework to students. She fined these condition relates to the students times as they have to help their parents. Many of the students lives or stay far from their home and they have to stay in their relatives house.

Relating to this on strategy, the writer can say that English teachers in getting second grade students of IPA2 and IPS at SMA Kristen 1 Kupang sometimes and often give home work because the students may be interest with another subject and the teacher also think they have a lot of homework from another subject.

All of students have different level of understanding English lesson, therefore, the teachers should make English subject as easy lesson. The teachers try to understand the students' level of comprehension in English subject. *Teacher 1*, He *often* give homework for students because the students are not so interest in English, the teacher can feel it because some students do not attend the English lesson. *Teacher 2*, She *always* gives homework to the students but Every students has different knowledge, so they need space and time to do that, and with homework, students can get more information from another source, such as; internet, environment and also people around them.

Teacher 3, she *always* uses home work strategy, so the students will do their homework carefully. And, they do not have enough time in school so they have to continue at home.

Based on their explanation, the writer can say English teachers in getting second grade students of IPA2 and IPS at SMA Kristen 1 Kupang always and often teachers create space and time for home work found the teachers different thinking or knowledge but same important for students to help them ask the some people or some teachers for get more information about the lesson.

Relating to the strategies mentioned above, the writer concludes that the teachers in getting second grade students of IPA2 and IPS at SMA Kristen 1 Kupang has applied homework strategy suggested by Darling-Hammond and Ifill Lynch in Memo and Marshall(2006:3).

Purposes in Getting Students to do Homework

Based on the questionnaire above the writer found the *Teacher 1*, the students have practicing they skills, they always practice their skills get during the class. while *teacher 2*, they do

practicing because the most topic in English lesson is in dialogue, so practice is a good way to improve their speaking and listening knowledge, etc. *The teacher 3*, the students practice skill for all the students but in fact, the students who have motivation in learning English and want to be able in English competence.

Based on the explanation above, the writer concludes that the second grade students of IPA2 and IPS at SMA Kristen 1 Kupang have practicing they skills that their learned in class. The reason is the most topic in study English is in dialogue, so they have to practice in talking, read the dialog, and try to understand the meaning of the conversation. *Teacher 1*, who ask the students to have preparation for their next class. Generally they have prepared themselves to learn anytime because all the schedule is already provided by school. While *teacher 2*, who always ask the students to do the preparation for the next time class. Of course, the students will do it because everyone has their own schedule. Therefore, the students know and prepared their homework to be submitted at the time needed. Also, *Teacher 3* who ask the students to prepare for the next meeting.

Relating to this purposes, the writer concludes that the second grade students of IPA2 and IPS at SMA Kristen 1 Kupang have preparation for the next class, because the students realize it can make them self confident in solving the work and will adding their knowledge. *Teacher 1* that see the students have the enthusiastically individual participation in searching and finding problems in learning process. However, only for some students who want to learn English and have motivation in studying English. Meanwhile *teacher 2* says that some students are active or try to participate in teaching learning process but some students just keep silent. *teacher 3*, says that it can be looked enthusiastic in teaching learning process and students have individual participation.

Relating to this explanation, the writer could say that the second grade students of IPA2 and IPS at SMA Kristen 1 Kupang have individual participation in learning process. It can be seen when they active, energetic and focus. Such as, give their opinion or information in learning process.

The teacher 1, the students have personal development in achieving their personal achievements significantly. It shown by some students try to answer the question when the teachers ask them about the topic. Meanwhile while *teacher 2*, sometimes students show their own understanding but only the students who diligent in learning. *teacher 3* says that the students achievement can be looked based on their result assignment and their enthusiastic.

According to this purposes, the writer can say that the second grade students of IPA2 and IPS at SMA Kristen 1 Kupang have personal development in take responsibility to their schoolwork, it can be seen when they finish their work on the time and result of their assignment, but some of the students cannot accomplished it because of they really do not understand about English and they do not have dictionary.

Teacher 1, the students have peer interactions in collaborative learning on assignment or projects, they have mutual interaction to solve their own problems when they get projects. While *the teacher 2* students do mutual interaction so they can cooperate with friends because every student has different mind, so this purposes is a good way to open their mind, share their opinion each other to get one point and the students have this. *teacher 3*, it can be looked when they discuss each other, share their opinion and then present in class.

Based on this explanation, the writer can say that the second grade students of IPA2 and IPS at SMA Kristen 1 Kupang have peer interactions in collaborative learning on assignments or projects. The aim is they can support it can be seen from their result and their information to get a point.

The teacher 1, there is good relations between students and their parents to develop positive communication on the topic of the important learning. Generally, there are a mutual interaction between students and their parents while *the teacher 2*, say some students can do their homework by many ways and some of them, asking their parents if their parent know, they will help them if not they will ask another person. *teacher 3*, says that it is looked by students' result of homework.

According to this explanation, the writer could say that second grade students of IPA2 and IPS at SMA Kristen 1 Kupang have any relations between student's parents, parent and child to develop positive communication on the topic of the important learning, because their parents can give support or solution and share their knowledge to they complete their project but some of the parent do not give any comment because they just trust the condition in school. Relating to these purposes, the writer can say that the second grade students of IPA2 and IPS at SMA Kristen 1 Kupang had been applying on homework purpose that suggested by (Epstein 2001:237-247).

CONCLUSIONS

Paying close attention on the findings and discussion, on the chapter four, it is well described that from the six strategies suggested by Darling Hammond and Ifill Lynch in Memo and Marshall (2006: 3), and ten purposes Strategies Applied by English Teachers in Getting second grade Students of IPA2 and IPS at SMA KRISTEN 1 KUPANG to do Homework. suggested by (Epstein, 2001 : 237-241).

The purposes are practice, preparation, participation, personal development, peer interaction, parent-child relations. it is very important to motivate them to get their attention in learning process for all students. Realizing how useful the strategies are, at then of this writing the writer would like to offer suggestion expected to be useful at the field education.

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AN INVESTIGATION ON STUDENTS' PERCEPTIONS ON SHORT DRAMA VIDEO PROJECT IN DRAMA CLASS

Erny Selfina Nggala Hambandima
Artha Wacana Christian University Kupang, Indonesia
e-mail: ernyhambandima@gmail.com

ABSTRACT

This study is meant to investigate students' perception on short drama video project in drama class. The problem of the research is formulated as what are students' perception on short drama video project in drama class? The study was guided by the writer's interest to examine students' perception on producing a video project for their final exam project of the drama class. The research subjects are three classes of the fifth semester students in the Academic Year of 2017/2018. The writer randomly collaborated the students of three classes into groups by means of requiring them to creating their own conversation by arranging their own topic and build up the script of the video to be demonstrated. The sample of this study was data from students who had programmed the drama class. So the total number of sample were 15 students to be the representative as data collection from. The instrument of the present study was questionnaire which mainly functions as primary tool to collect the information. of the The qualitative research was conducted by means of questionnaire to get students' perceptions briefly describing their experiences by demonstrating their drama through video drama project. These responses were analyzed qualitatively and categorized into four themes: 1) Implementation of the video project; 2) Obstacles faced during the production; 3) Level of satisfaction upon completion of the video; 4) Elements that led to the success of the video project; and 5) Relevance of video project to language learning.

Keywords: *Investigation, Perception, Short Drama Video*

INTRODUCTION

Technology plays important role in education. From the level of junior high school even elementary school - in the last decade - up to university, students are demanded to be able to use computer and access internet. The development of science and technology are influencing the development of modern era. Many students have cell-phones, cameras, and other handheld devices that have video recording capabilities. Burn et al. (2001) explain how videos accommodate students with different learning styles and abilities.

Certainly video encloses our lives. Le Baron (1981) in Ting (2012) believed that learners in this era are more exposed to and dominated by videos as compare to their counterparts in the yesteryears. Video helps educator in teaching and learning process. Classrooms well-furnished with technology gadgets such as computers, LCD projector, overhead screen as well as the availability of Window Movie Maker and i-Movie which are tied in with the personal computer and laptop operating system, inaccessibility is no longer a valid excuse for teachers to shy away from technology. Instead, teachers should take full advantage of today's technology by allowing learners to try their hands out at creating their own 'film' with the learners themselves as principal actors in the production (Brown, 2001 in Ting ,2012).

In drama class students are requested to create their own drama script to be demonstrated subsequently on final project. Students decided any topic which must have moral in it. The writer suggests the students to use the camcorder to record their drama demonstration to get good result. As students take on creative roles (Portnoy, 1985) while working on authentic, real-life themes in their video, they would be able to practice real-life language not only

among themselves but also other users of the language outside the classroom (Ting,2012:443). The previous idea of Ting is done by the students to create their video outside the classroom to get the authenticity of the story such as place, situation, community in order to they are able to practice real-life language. The students demonstrated their drama finely with their own concepts of the story also their perception.

This study is proposed to examine students' perception on producing a video project for their final exam of the drama class. This is known as the concepts of the story in producing the created-video differently made by the students.

Problem Statements

This paper derives largely from demonstration done by students' final project on one semester course in drama class. This discussion paper is motivated by a question, What are the students' perceptions on short drama video project in drama class?

Aim of Study

The aim of this study is stimulated by the writer's interest to examine students' perception on producing a video drama project for their final exam of the drama class.

Significance of the Study

This study will be analyzed and supported by the theory of Ting (2012:444) who describes about four themes of perceptions and this study is also hoped to contribute to the education practitioners in applying video project in teaching and learning process.

LINKS TO LITERATURE

McCoy (2011) highlighted the preference of today's learners in utilizing the internet search engines over visiting libraries for learning resources. Popular sites such as YouTube and face book do offer instant access to a vast range of video recordings, the excitement of hands-on learning through personal involvement in the video production is an experience which the existing pre-uploaded videos can never offer to learners. Students might experience high anxiety level and speech apprehension during the language learning process but by engaging students in producing their own video projects can allow the entire learning experience to take place in a less threatening environment thus elevating their self-confidence due to the entertaining nature of videos (Bennette, 1988; Kinnaman, 1993; and Clovis 1997).

Video projects are usually impossible to be managed by a single individual, thus the project will 'force' students of different learning styles to work together in groups at the same time, integrate various learning skills so as to achieve their common language goal of producing the video project (Torrence, 1985, and Kaplan, 1986). Students take on creative roles (Portnoy, 1985) while working on authentic, real-life themes in their video, they would be able to practice real-life language not only among themselves but also other users of the language outside the classroom.

1. Implementation of the Video Project
Students are asked about their reaction towards the video project as well the ideas which they get to implement the video project.
2. Obstacles faced during the production
It is undeniable that students faced obstacles during the video shooting session. Students are requested to freely describe their ideas upon any challenges in terms of setting/location, time, properties, costumes and so on during the filming of their drama.

3. Level of satisfaction upon completion of the video project
Students will be asked to state their ideas whether they get satisfaction or not dealing with the completion of the video project. And also the created video meets the students' expectation or not.
4. Elements that led to the success of the video project
This session is to find out about whether there is any special tools, techniques, exploited during the designing of the drama script up to the implementation of the drama.
5. Relevance of video project to language learning
This part is meant to request for students ideas whether they enjoyed themselves during the video production or not, whether they find any relevancies of the video making to their study, and whether they learned something from the video project, such as (language skills, confidence, teamwork, computer skills, etc).

METHODOLOGY

This study investigated the students' perceptions on short drama video. Sari (2012:10) states that a perception is the consciousness sense. In other words, perception is the way people think of something in their surroundings. The data will be collected by means of interviewing the students about their perceptions on short drama that was handled by appointed enumerator. This study took data from students who programmed the drama class. There are 15 students who will be the sample of this research. The instrument of the present study will be questionnaire which mainly functions as primary tool to collect the information.

This study will be based on some procedures to answer the research problem. The researcher prepared the questions related to the perceptions on Video Drama Project, next step was delivered the questionnaires to the students, after the questionnaires had been refilled then the writer collected all the data afterwards analyzed the data correspondingly to the aim of the study followed by the last step reported the result. This research is supported by theory of Ting (2012:444) which will be adopted in this study. The perceptions of the students' was analyzed qualitatively categorized in discussion.

FINDINGS AND DISCUSSION

Implementation of the Video Project

In this part the students present their variety perceptions on their own reaction towards the created video and their feeling to manage the project. Below are students perceptions;

"I was so excited when my lecturer told us that our final project drama course was we had to do a short movie. It was so interesting because we will collaborate with our friends from another class, and personally I really like acting so I felt that I'll do something that be my favorite one."

"The first thing, I think about how to do the good video and I was nervous because the project will be in collaboration of team from different classes."

"My reaction towards the video assignment I was shocked and a bit afraid. I also worried about the group team cause we were from different class."

"I was Excited when I heard about it because for me this is a new challenge. I usually learn subject which is only use text monotone strategy in teaching. That I like the most is the project relate to the technology and acting."

“I am very pleased and excited when the lecturer of the drama subject gave the assignment to make a drama video. Moreover we are free to choose a title.”

“First I was very happy and excited to receive this video assignment from my lecturer. I was thinking that I would be like an actress in acting out.”

“I am so glad when my lecturer told us about the assignment. I was thinking being an actress as well as I could improve my English skill.”

“I am interested and happy because this is my first experience to make a short film. I also was very grateful because the lecturer guided us to edit our script drama and told me and friends to do any expression of it.”

“I am not afraid for managing the assignment because we were given the chance to choose a title for our own video.”

“I like the title. The topic that I got is talking about friendship. But something I’m afraid because to doing this project we must work together with our friends from another classes, so I think it is not easy but so far I can handle myself confidence.”

“I was afraid that might not be able to manage the assignment and also myself to be the character in that video because my teamwork are not my classmates, that is the reason I doubt the most.”

“I was pleased to because at the time there were some topics given to us such as love, family, friendship, etc to be chosen. Then we chose about family, I really like the ideas were given to us.”

“I like the idea because first I like to play drama and also we can choose the topic that we liked because there are several topics provided including about family, love and friendship although I’m a little bit nervous but it’s ok.”

“All the topics given by my lecturer were interesting. It is related with our life experiences and our situation as a university students.”

“I really like the topic of the assignment that my lecturer gave us to choose any topic and we chose about family but I had little bit hesitation because in the drama my character was being a grandmother.”

“Yes I did, I really like the idea to do the assignment thorough making this video. It makes me feel like an actress when I acted out my emotion on the dialog.”

“I like the idea to make a video from a story or the topic that had been given.”

Obstacles faced during the production

This part presents about shooting session on Video production and the challenges in terms of setting/location, time, properties, costumes, etc. The perceptions are below;

“Not really because there are many obstacles that we have gone through in making video.”

“For myself, I wasn’t afraid but when we do shooting session we faced many challenges that our not expected like time, weather and mood.”

“The video shooting not smooth, sometimes technical problem when we acted out, the camera and the weather even the location of taking-video.”

“My group shooting session was a little bit rough cause we have to taking video for many times and needed a lot of time to do something.”

“When shot the drama the place is very noisy and also the actors and actress forget the script.”

“Not really the shouting process was little bit hard due to forget the script that is why we should retake some parts again and again.”

“Since the process shooting I had some obstacles. The first is about weather, my friends and I were going to do a conversation where the scene was in the garden suddenly the rain fall and we afraid of the lightening.”

“I was not afraid but at that time I didn’t do good acting especially in expressing my emotions because of I was not in mood.”

“Not at all, we got trouble when choose and character some of friend and also me afraid can’t give our best.”

“The challenges me and my friends were faced when we set the location was we found uncomfortable location that is why we have to find another location. The lightening as well, we have a scene in the evening and it was quite hard to use the camcorder which doesn’t have lightening tools to help us to get good video in the time. We do have difficulties to provide properties and the costumes as well, but overall we could handle it well.”

“The challenges I faced in terms of setting location time, properties is first we had to shoot repeatedly because the location was on campus and it was very noisy so we had to be patient to get quiet then we could only shoot a scene and another one is our camera battery was weak.”

“The challenges faced by my group were time and properties we did shooting from morning until evening and our properties uncompleted.”

“The location it’s okay for me cause the idea related to the video scene, properties were not as what I expected but I used a kind of thing that closer or could support the scene story and also.”

“The challenges that me and my friends found in making the video is the time for us very limited because we took the video in the afternoon, the battery of camera was low and one thing that has become a big challenge for me is that I have to be able to cook because it acts as a mother.”

“ This is my big challenge ever when I had to act as step mother on Cinderella story was how scream, angry and vicious and also when change place from my home to campus and we shoot until night, it was very interesting and unforgettable.”

Level of satisfaction upon completion of the video project

In this part of satisfaction, students present how they expect about the turn out of the video as well as whether they satisfied of the result or not;

“Yes I did, I really satisfied with my own character whereas I did successfully in doing my acting.”

“Not really. I think if we have more time to editing our video, maybe to be like that what our expected.”

“Little bit. I expected just a little bit that I expect. I should pay attention of each detailed of my acts.”

“Yes, I like my video because the result on editing the video was good and I proud of one of my teamwork who was being our great editor.”

“Yes the video turned out to be like what I expected although there are some technical problems.”

“The video of our short movies was really good. We were satisfied what we have done although we realized that we can do more better but we were satisfied of the outcomes.”

“I was satisfied, but I think we can do more better because we start to make the movie in the deadline time so our preparation was not really enough. We should do practice first before starting to shoot but because we couldn’t manage the time well. Overall, I thank to all my best teamwork.”

“Yes, it did, and if the next I have a project like this. I will try t o do more better than this”.

“Yes, this video turn out to be like what I am expected, a lot of video capturing was good enough and when it was edited I was quite satisfied with the result.”

“Far from my expectation, first I doubt about myself but it surprised me where I could do my best in acting as well as the video result was good.”

Elements that led to the success of the video project

The secret(s) behind the success of the video production is determined by students enjoy the work or not. Here are students state about their perception of this part;

“Actually the secret behind short movie is about the inspiration of the story. We were inspired by the experiences of the one our friend of our group but we just improve the story.”

“The secret behind the success of our video is the good teamwork.”

“The secret behind the success of our video was the cooperation between us and trust each other.”

“At first I practice with my friends before act it out, and then I will look-back what the video going on if I found something which not satisfied me then I returned for react and taking a video again to be more better. And the last confidence and share what you know that related your daily life.”

“The secret behind the success of our video project is cooperation and responsibility.”

“The secret behind the success of the video project is that there is cooperation between us in doing acting as a team work and also the spirit in each of us.”

“Cooperation of team, and also we proud of Ben who is being our editor.”

“The secret behind the success of the video project it was patience in recording the video. If any wrong acting the we should rerecord. The most important is cooperation between all participants and cameramen.”

“I really enjoy the process of Video production start from we designed the story and then we defined the characters, set the location, manage the time, select the costumes based on the story. Well, overall I must say good teamwork produces good work.”

“Even I was afraid when i was doing acting but I must say I enjoyed during the video production where I have good teamwork who always support me to do my best.”

“Of course yes I really enjoyed myself, because during the video production I have my team who always encourage me that built up myself confidence that is why I could do my performance well.”

“First I have to say, I really enjoyed it because I am very interested in acting in front of the camera, patience teamwork and also people who out of our team who had kindly hearted to permit us to use the location.”

“I was really discourage of myself but because of I got many kindly supports from my friends, accidentally something that I have never had it before, seems like pushes me all the time to be more better.”

“During the video production, I really enjoyed it, and there was something interesting and different for me in expressing emotion from the character that I played.”

“The successful of the video project is because of I really loved my character in the drama, that is why confidently I tried to do my best.”

Relevance of video project to language learning

In this part students present about the relevancy of their work video production to their study as well as what they have learnt something from the video project (language, confidence, teamwork, computer skills, etc);

“I thanked to this video production because I took some lessons of this project. I know myself what it’s looks like if I am really acts my skill of speaking and also the body language (linguistics) that we need, not only that I also can do my play well that I learnt from drama course.”

“It was relevant to some subjects that choose like intro to literature, speaking and of course drama.”

“Yes it is very relevant because besides learning knowledge, I also learn how to speak English well, how to act out and also increase my vocabularies.”

“The project was relevant to my study for example in speaking we performed our speaking skill in the movie with our gesture, our expression and our voice. The goal speaking, good expression and gesture makes the video looks natural.”

“Yes, it really it relevant with speaking and literature. In speaking it has dialog to speak out and in literature it has element of intrinsic and extrinsic.”

“The things that I have learnt from this assignment is about language because it is related to the target language that we learn as an English student also about the confidence because we were work in team and the member was come from different class. We learnt how to work in team, listen to each other to make the project successful. The last is we learnt about computer skill in editing process and it really challenged me.”

“From this assignment I have learnt about how to edit video, work together in groups and also learn to be more patient in overcoming problems.”

“What I have learnt from this assignment was teamwork and confidence also friendship between us.”

“Many things that I’ve learnt from this assignment like; Language (in this point I have to master every language or dialog.) Confidence: when we took the video in location we must act like real actor/actress no matter how shy of you with the people around who saw the video production.”

“What I’ve learned from this assignment was that I must be fluent in speaking, build up my self confidence, be able to help in editing the video.”

“I have learnt about how to speak naturally by my own style that makes me feel confidence and also I got about how to interact in a team who are not my classmate.”

“From this assignment. I learnt to be confidence in front of the camera shoot, teamwork with my friends of different classes.”

“I learnt many things do this project in team. I must show my confidence in capability to get angry when I was being a step mother as well as I saw with my own eyes how shooting processes itself.”

CONCLUSIONS

Through this study, I found that my students were commonly excited, glad and pleased about the video project although initially there were some hesitations due to got nervous and be afraid as well as skills in movie-creating. They found some obstacles in editing video. The video project was able to draw out the students' creativity in integrating language with computer skills not only that but also cooperative learning was practiced when the students learned to tolerate different opinions, encourage each other, negotiate meaning, solve problems and come to collective decisions. Students also responded that the video project has elevated their self-esteem and they were more willing to express themselves using English. Furthermore, student-created video is a valid and practical way to link language learning to the real life setting outside the language classroom thus education practitioners who wish to engage their students in authentic language learning should consider classroom video projects.

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A STUDY ON THE READING COMPREHENSION ABILITY OF THE ELEVENTH GRADE STUDENTS OF SMAN 7 KUPANG

Inosensia Tefa

ABSTRACT

This study is entitled A Study on the Reading Comprehension Ability of the Eleventh Grade Students of SMAN 7 Kupang. The study was conducted to answer the following questions. (1) Are the Eleventh grade students of SMAN 7 Kupang able to understand the text they read? (2) What is the ability level of students in comprehending a reading texts? The objectives of the study are (1) to find out and to know whether the students of SMAN 7 Kupang able to understand the text they read or not. (2) To find out and to know the ability level of the eleventh grade students in reading. The method applied in this study was Qualitative Method. The subject of the study was group MIA 5 the eleventh grade students of SMAN 7 Kupang. There were 35 students in the class. The instrument used was a 30 number narrative reading test in form of multiple choice test. The result of the study shows that (a) the eleventh grade students of SMAN 7 Kupang are able to understand the text they read. (b) Their ability level is “fairly good” with the total score 68.50% or 6.8 as the grade. Based on the result of the study, the writer suggests the following. (1) For the English teacher, in order to improve the students’ ability in reading comprehension, the English Teacher should give the students’ more explanations about narrative text, and giving more exercises in form of multiple choice test. (2) For the students, the result of the student’s ability is fairly good thus the students should pay more attention and do more exercises about narrative text. The practices can be done in the classroom or at home by doing homework so their level of ability can be better.

Keywords: *Reading Comprehension, Students’ Ability, Reading Texts*

INTRODUCTION

Language is a tool of communication used by people to relate one another. By language they will be easy to express their ideas, opinions, feelings, etc. there are many languages in the world. English is one of the languages uses as international language. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. Many people want to learn English in order to be able to communicate well and to be able to go abroad when they have mastered English. In Indonesia, English is considered as the foreign language and is taught formally from elementary school up to university level.

There are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. Reading skill is also included in National Examination. It means that the students need to comprehend the next given when they answer the questions. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. According to Burhan (2012: 9), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it. And it says mental activity because perception and memory as

parts of mind are involved in it. He then concludes that the main global of reading is a process of comprehending written texts.

The purpose of reading comprehension is to discover and to answer specific matter, to verify information, to get a general view of a topic to discover a writer's points of view, to check the prediction they have made, enjoy themselves. The readers find the purpose is not only to direct for the sentences of their reading, but also focuses for their contents of reading text. Some students read school assignment because they have been told to read them, their purpose for reading crucial to comprehension teacher needs to examine ways of assisting students to establish purpose of reading texts (Devine 1986:12).

METHOD

The main objectives of the study is to measure the reading comprehension ability of the eleventh grade students of SMAN 7 Kupang in the school year 2017/2018 by answering the questions or doing the exercises based on the reading text (narrative text). The method that was used in this study is Qualitative method because this study fulfilled the basic principle of the qualitative method such as the data were descriptive data which were in word, not numerical and the inference was made inductively (Roslina,2014). The writer prepared three texts of narrative text and these text were taken from their textbooks accompanied by multiple choice test. The writer uses "*The Story of the Smart Parrot*", "*Snow White*" and "*A Woman and the Wolves*" reading text.

The test consisted of answering the comprehension questions, so the total number of items were 30 numbers. There are 3 texts as the multiple choice test, these two types of the test were used to give more convincing results about student ability in reading comprehension and the time allocation for the test was 90 minutes. The writer was focused on the comprehending reading text especially in narrative text.

- *Standard of Measurement*

The standard of measurement that was used to measure the student's ability level was based on the standard used by the researched school. The standard measurement was as follow:

Table 1. The Standard Measurement

Student's Score	Student's Ability Level
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Average
46-55	Below Average
36-45	Poor
26-35	Very poor
16-25	Bad
0-15	Very Bad

- *Procedures of Data Analysis*

After collecting the data in forms of the students answer sheets, writer did the analysis that comprise the following things:

- a. Correcting the student's answer sheets
Here, the writer gave ticks for the correct answers for and cross for the wrong word ones of each students. It is put in the students answer sheets.
- b. Calculating the students answers
In this part the writer calculated the students answer in grade.
- c. Scoring the students answers
Based on the correct answer the writer gave score to each students.
- d. Tabulating the calculation
Here, the writer put the calculation in tables to make easy the description and analysis.
- e. Reporting the study
The report of the study was in form of this paper.

In calculating the student's answers to get their ability levels the formula were used. Formula in this study was a mathematics expression used to calculate the students answer to be the form grades, both as an individual and as a class. Based on the result of the formula computation the student's level of ability as proposed in the standard of measurement could be decided.

Formula:

- To know the individual level of ability of the class, the writer used the following formula:

$$\frac{\text{Total Correct Answer's Students}}{\text{Total test items}} \times 100\% : \dots\dots\dots$$

- To know the level of ability of the class, the writer use the following formula:

$$\frac{\text{Total of Student's Correct Answers}}{\text{Total of Responses}} \times 100\% : \dots\dots\dots$$

- Students Ability Level on Narrative Text in Multiple Choice

In this part the writer presents the ability level of students in doing multiple choice test. It is done by correcting of students' answer sheets, counting the correct answers of each students, giving score to each student based on the correct answers and classifying scores of each students. The result of the students' ability is put in the following table.

Table 2. The Result of Test

No	Students Number	Total Test Item	Correct Answers	Grade	Level of Ability
A	B	C	D	E	F
01	01	30	12	40	Poor
02	02	30	22	73.33	Fairly Good
03	03	30	24	80	Good
04	04	30	21	70	Fairly Good
05	05	30	22	73.33	Fairly Good
06	06	30	21	70	Fairly Good
07	07	30	21	70	Fairly Good
08	08	30	22	73.33	Fairly Good
09	09	30	25	83.33	Good
10	10	30	22	73.33	Fairly Good
11	11	30	18	60	Average

12	12	30	20	66.66	Fairly Good
13	13	30	26	86.66	Very Good
14	14	30	22	73.33	Fairly Good
15	15	30	21	70	Fairly Good
16	16	30	22	73.33	Fairly Good
17	17	30	26	86.66	Very Good
18	18	30	24	80	Good
19	19	30	16	53.33	Bellow average
20	20	30	23	76.66	Good
21	21	30	4	13.33	Very Bad
22	22	30	26	86.66	Very Good
23	23	30	6	20	Bad
24	24	30	24	80	Good
25	25	30	18	60	Average
26	26	30	21	70	Fairly Good
27	27	30	24	80	Good
28	28	30	22	73.33	Fairly Good
29	29	30	21	70	Fairly Good
Total		870	596	1.986.6	
Average	29	30	20.55	68.50	Fairly Good

Remarks:

1. Column A presents the number of students
2. Column B presents the total number of students
3. Column C presents the total number of test items
4. Column D Presents the total of correct answer students
5. Column E Presents the grade of the students

$$\frac{\text{Total correct answers' students}}{\text{Total test item}} \times 100\%$$

Example:

Student number 1:

$$\frac{12}{30} \times 100\% = 40\%$$

6. Column F presents the level of students ability
7. The formula used to compute the students' grade and level of ability as a class:

$$\frac{\text{Total of Students' Correct Answers}}{\text{Total of responses}} \times 100\%$$

$$\frac{596}{870} \times 100\% = 68.50\%$$

From this table is clearly seen that there found 3 students who obtained very good level of ability, 6 students who obtained fairly good level of ability, 2 students who obtained average level of ability, 1 student who obtained poor level ability, 1 student who obtained bad level of ability and 1 student who obtained very level of ability.

- *The Distribution of Students' Ability Level*

Table 3. The Distribution of Students' Ability Level

No	Level of Ability	Total Students	Percentage
1	Excellent	-	-
2	Very Good	3	10.34
3	Good	6	20.68
4	Fairly Good	14	48.27
5	Average	2	6.89
6	Below Average	1	3.44
7	Poor	1	3.44
8	Very Poor	-	-
9	Bad	1	3.44
10	Very Bad	1	3.44
TOTAL		29	100%

DISCUSSION

The ability level of the table is Fairly Good with the total score 68.50% or 6.8 as the grade. The ability level of students in comprehending the narrative text in form of multiple choice test and probably in this table is an objective test the answer of the question has been provided and the students just read the texts, think about the question and choose the correct answers. Multiple choice consists of a statement or a notice about a notion which is not yet completed and to complete it, someone should have one of several possible answer that has been provided.

The writer knows that the explanation of English teacher about narrative text in that school is very good and the writer knows that when she need the teaching practice in the school. But the reason why the students have fairly good level of ability in comprehending narrative text because the students of that school are not attention more about the teacher explanation and sometimes they consider that the material that given by the teacher is not important for them so this problem make them have fairly good level of ability in comprehending the narrative text. So this is the reason why the students have fairly good level of ability.

CONCLUSIONS

Based on the result of the data analysis, the writer comes to the conclusions as the percentage below.

1. The eleventh grade students of SMAN 7 Kupang are able to comprehend the narrative text they read.
2. The result of the study shows that the students' level of ability in reading comprehension of narrative text in form of multiple choice test is fairly good with the total score (68.50) or 6.8 as the grade.

Based on the conclusions above, the writer would like to suggest the following things.

- a. For the English teacher
In order to improve the students' ability in reading comprehension, the English teacher should give the students more explanations about narrative text, and giving more exercises in form of multiple choice test.

b. For the students

The result of the student's ability is fairly good thus the students should pay more attention and do more exercises about narrative text. The practices can be done in the classroom or at home by doing homework so their level of ability can be better.

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AN ANALYSIS OF THE DISCOURSES USED IN 2013 ENGLISH CURRICULUM TEXTBOOKS FOR GRADE 10 LANGUAGE PROGRAM STUDENTS

Luciana Eka Dwi Setiani
Nusa Cendana University, Kupang, Indonesia

ABSTRACT

This study aims at knowing: 1) types of discourses used in 2013 English Curriculum Textbooks for Grade 10 Language Program Students. 2) the generic structures of discourses; and, 3) the topic of discourses. The data were obtained by four techniques of data collections. First was choosing the book. Second, reading and observing the discourses found in English Textbooks. Third, note taking dealing with the problem statements and fourth was arranging information for the analysis. The data were analyzed qualitatively. Based on the data analysis, it could be concluded that there are four types of discourse based on its form; narrative discourse, expository discourse, hortatory discourse, and descriptive discourse. Based on the medium used, there is written discourse, and based on the characteristic of discourse, there is non-fiction discourse. The generic structures of the discourses are as follows; narrative discourse has orientation and events. Expository discourse has topic sentence and supporting sentence. Hortatory discourse has stating thesis and arguments. Descriptive discourse has identification and description. The topics of discourse are; our feelings (page 39), a trip to Mars (page 53), Habibie's life (page 81), Abraham Lincoln's life (page 82), a heroine of women's emancipation (page 87), bananas (page 146) and the giant lizards (page 147).

Keywords: *Analysis, Discourse, 2013 Curriculum, English Textbooks*

INTRODUCTION

According to Gleason (1961: 2), language is made up two kinds of materials, namely expression and content. Dealing with the expression, there are two languages in terms of its form. First is oral language and the second is written language. A written language is the representation of a writing system. In written language, there are a lot of applications of written language, such as newspapers, books, magazines, letters and novel.

Oral language and written language are categorizing as a discourse. Discourse is natural spoken or written language, with meaning being transferred through the sentences of a text, in context. The study of discourse is concerned with the study of the relationship between language and the contexts in which it is used (McCarthy 1991:5). In general, any form of oral or written communication or composition is called discourse. According to Haugen (1966:53-4), written language is the representation of a spoken or gestural language by means of a writing system.

English Textbook 2013 C is one of the books that provides so many exercises for students, it obliges the students to more active than teacher. Teacher only as a supervisor and facilitator, so when students have a problem in learning, teacher as a facilitator has the role to solve the problems. With the existence of English Textbook 2013 C, students are easy to understand the material before the teacher explain. English Textbook presents some activities for students and the materials to help the students can understand well the material. The activities that is present cover four skills of English (listening, speaking, reading and writing). Students are able to do the four skills of English to explore their ability of learning English. The exercises that is given can help the students to enrich their vocabulary, improve their pronunciation and exercise their ability of listening. In English Textbook also presents some texts as a tool material that can give some benefits for students to enrich their vocabulary. In

this case, the writer will choose English Textbook 2013 C for grade 10 students as a research object. The writer is interested to analyses what types of discourse used in English Text Book 2013 C, what are the generic structures of discourse and what topics that exist in English Textbook 2013 C. Hence, the writer titles this research “*An Analysis of Discourses Used in 2013 C English Textbooks for Grade 10 Students*”.

METHOD

The method in research is selected by considering its appropriateness with the research problems. This research method is arranged based on the problem analyzed and the main purpose of the research. The research design of this study is descriptive qualitative method since it provides a systematic, factual and accurate description of a situation of area (Isaac and Michael, 1987: 42). The writer uses this method because this method can help the writer to get the factual and accurate information dealing with the problems that will be researched. The object of the research is 2013 Curriculum English Textbooks for grade 10 Language Program Students. In order to collect the data to be analyzed, the writer has used these following steps: choosing the book, Reading and observing the texts in the book, taking notes, Arranging information for the analysis. After gaining and collecting the data, the writer takes the next step that is analyzing the data. Those are: Rechecking the related data, reading and understanding the whole English Text Book. Classifying the data based on the types of discourse.

DISCUSSION

The writer drew the result of data analysis about the types of discourses, the generic structures and what are the topics of the discourses used in 2013 English Curriculum Textbooks for Grade 10 Language Program Students. From the data analysis, the writer found that there are some major types of types or classification of discourse in *2013 English Curriculum Texbooks for grade 10 Language Program Students* published by Yrama Widya. Based on its form, the writer found that there were four majors type of discourse. They were narrative, expository, hortatory and descriptive. Narrative discourse tries to present an event or events in a series of small events concerned that happen in the past. Narrative can be organized in a number of thematic or formal categories: non-fiction (such as definitively including creative non-fiction, biography, journalism), fictionalization of historical events (such as anecdote, legend, and historical fiction); and fiction proper (such as literature in prose and sometimes poetry, such as short stories, novels). From the data finding, the writer found there were three discourses of narrative. They can be seen in the following data: Habibie (page 81), Abraham Lincoln (page 82), and Martha Christina Tiahahu: The ‘kabaressi’ heroine of Maluku (Page 87).

Habibie

Page 81

Orientation

Habibie was born in Parepare, South Sulawesi. When he was 14 years old, Habibie’s father died. Following his father’s death, Habibie continued his studies in Bandung and then in 1995 moved to Germany.

Events

In 1960, Habibie received a diploma degree in engineering, and in 1965, Habibie delivered his thesis in aerospace engineering and received the grade of “very good” for his dissertation, giving him the title Doktor der Ingenieurwissenschaften in Germany.

Habibie was offered a position with Messerschmitt-Bolkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie Method, respectively. He worked for Messerschmitt on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company.

In 1974, Suharto recruited Habibie to return to Indonesia as part of Suharto’s drive to industrialize and develop the country. From 1978 to 1998, Habibie was repeatedly appointed as the minister of state for research and technology. Habibie was elected vice president in March 1998. And three months later he became the third president of the Republic of Indonesia.

Under Habibie, Indonesia made significant changes to its political system that expanded competition and freedom of speech. Shortly, after taking office, in June 1998, Habibie’s government lifted the Suharto-era restriction on political parties and ended censorship by dissolving the Information Ministry. He also quickly committed to holding democratic elections, albeit on an initially vague timetable.

Since relinquishing the presidency, he has spent more time in Germany than in Indonesia.

Abraham Lincoln

Page 82

Orientation

Abraham Lincoln was born in 1809 in Kentucky (USA). He worked on the farm of his father. He entered school for less than a year, but taught himself to read and write. He worked different types of jobs before he settled as a highly successful attorney. He was gradually drawn to politics.

Events

The country was having problems regarding the practice of criminality. The white men owned large farms in the southern states. Blacks were brought from Africa to work on these farms; they were kept as slaves. The people of northern states were against this practice of slavery and wanted to preserve it. The Constitution of America is based on the equality of man. Therefore, there was no place for slavery in that state.

At this difficult period, Abraham Lincoln was elected Senator of the USA in 1861. He wanted to stop the problem of slavery. The southern states were against the abolition of slavery. This brought the union of the country in danger. The southern states were prepared even to establish a new country. Abraham Lincoln wanted all the states to remain calm.

He faced many problems. He neglected to preserve the unity of the country at any cost. Finally a civil war broke out between the northern and southern states. He fought the battle

bravely and declared, "A nation cannot exist half free and half slave." He lost the war and kept the country united.

Lincoln was elected president for a third term. He was not against anybody and wanted everybody to live in harmony. He made sincere efforts to cure the people's wounds caused by the war. In 1862, Lincoln declared that from then onwards all slaves would be free. This made him very popular among the people. Lincoln was resigned in 1865.

Martha Christina Tiahahu: The 'kabaressi' heroine of Maluku

Page 87

Orientation

While Raden Ajeng Kartini is known as a heroine of women's emancipation, other national heroines were freedom fighters, such as Cut Nyak Dien of Aceh. In Maluku, a brave young woman took up arms along with her male peers against colonizers of the Dutch era. She was Martha Christina Tiahahu.

Christina was born in Ababu Village, Nusalaut Island, on January 24, 1800. At the age of 17, she joined the guerrilla unit commanded by her father, Kapitan PAulus Tiahahu, in the resistance movement on Nusalaut Island. Their unit also backed Kapitan Patimura, who led the People's Army on Saparua Island in the Waisisil War against the Dutch.

Events

Christina fought in several battles, including the one on Saparua Island in which Dutch Commander Richement was killed. Commander Meyer, who replaced Richement, was shot in the neck during the same battle, and the resistance forged ahead until Vermeulen Kringer took over command of Dutch troops in the war in Maluku.

Along with her father and other freedom fighters, including Kapitan Pattimura, Christina was captured and carried aboard the Dutch ship Eversten. All prisoners were punished except Christina, who was released owing to her age. Her father, Kapitan Paulus Tiahahu, and several other Maluku fighters were sentenced to death.

On October 16, 1817, Christina and her father were taken to Nusalaut. They were held at Fort Beverwijk on the island, pending Paulus' execution. After her father's death, Christina vanished into the forest and lived in the wild.

In a sweep launched by the Dutch in December 1817, Christina and 39 other Maluku people were arrested and transported aboard the Eversten to Java, where they were to serve under forced labor at coffee plantations. During the journey, Christina's health declined. She rejected food and refused medical treatment. She passed away on January 2, 1818, at sea and her body was dumped into the Banda Sea.

Re- Orientation

Following independence, the Indonesian government declared the Maluku Freedom fighter a national heroine, and her death anniversary on January 2 is commemorated as Martha Chrisina Tiahahu Day. On that day, thousands of flower petals are cast into the Banda Sea in

an official ceremony organized annually to celebrate her courage in the struggle for Indonesia's freedom.

Because of the great courage she showed in countering Dutch firearms with only stones, the Maluku community calls her a kabaressi or valiant woman.

Those three discourses: Habibie, Abraham Lincoln and Martha Christina Tiahahu are one of the types of discourse based on its form called non-fiction narrative discourse. In those discourses, the text provides some events and problems faced by Habibie, Abraham Lincoln and Martha Christina Tiahahu. Those discourses were written based on the reality of life of three famous people. Each of them has different problems and experiences.

Expository discourse explains or describes a topic to give detail information and to add the knowledge of the readers and it describes something informatively or show how something happens. From the data finding, the writer found there is one discourse of expository. It can be seen in the page 53 about A trip to Mars.

A Trip to Mars

Topic Sentence

By now, a rocket will have set off on its 35- million-mile trip to Mars and scientists must be waiting anxiously for the result. The rocket will be travelling for six months before it reaches the planet. It contains a number of scientific instruments, including a television camera. Any pictures that are taken will have to travel for three minutes before they reach the earth. If the pictures are successful, they may solve a number of problems about Mars and provide information about the markings on its surface which, nearly 100 years ago, the astronomer, Schiaparelli, thought to be canals.

Supporting Sentence

It will be a long time before any landing on Mars can be attempted. This will only possible when scientists have learnt a lot more about the atmosphere that surrounds the planet. If a satellite can one day be put into orbit around Mars, scientists will be able to find out a great deal. An interesting suggestion for measuring the atmosphere around Mars has been put forward.

A rubber ball containing a radio transmitter could be dropped from the satellite so that it would fall towards the surface of the planet. The radio would signal the rate at which the ball was slowed down and scientists would be able to calculate how dense the atmosphere is. It may even be possible to drop a capsule containing scientific instruments on the planet's surface. Only when a great deal more information has been obtained, will it be possible to plan a manned trip to Mars.

That discourse gives the readers some information about how a rocket can travel to Mars and also how it works. It informs the readers about some information dealing with the rocket itself. After giving some information about it, the readers will know how million miles a rocket can travel to Mars and what instruments included in a rocket.

Hortatory discourse dealing with how to affect or persuade the listeners or readers to an opinion. From the data finding, the writer found there is one discourse of hortatory discourse.

It can be seen on page 39 about Useless Regrets. This kind of discourse aims to give the readers some opinions from psychologist about our feelings. It gives the readers a persuade to let go our regret feeling and to start dealing with the problems we face right now.

Useless Regrets

Page 39

Stating Thesis

"It might have been." These are not only the saddest words, but perhaps the most destructive. According to recent ideas in psychology, our feelings are mainly the result of the way we think about reality, not reality itself.

Arguments

According to Nathan S. Kline, M.D., It's not unusual to feel deep regret about things in the past that you think you should have done and did not do-or the opposite, about things you did and feel you should not have done. In fact, we learn by thinking about past mistakes. For example, a student who fails a test learns that he or she should have studied more and can improve on the next test.

However, thinking too much about past mistakes and missed opportunities can create such bad feelings that people become paralyzed and can not move on with their lives. Arthur Freeman, Ph.D., and Rose DeWolf have labeled this process "woulda/coulda/shoulda thinking" and they have written an entire book about this type of disorder.

In woulda/ coulda/ shoulda: Overcoming Regret, Mistakes, and Missed Opportunities, Freeman and DeWolf suggest challenging regrets with specifics. Instead of saying, "I should have done better" they suggest, "write down an example of a way in which you might have done better. Exactly what should you have done to produce the desired result? Did you have the skills, money, experience, etc. at the time?" In the case of the student who should have studied more, perhaps on that occasion it was not really possible.

When people examine their feelings of regret about the past, they often find that many of them are simply not based in fact. A mother regret missing a football game in which her son's leg was injured. She blames herself and the officials, "I should have gone," she keeps telling herself "I could have prevented the injury. They might at least have telephoned me as soon as it happened. Did she really have the power to prevent her son's injury? Should the officials have called her before looking at the injury? Probably not.

Recommendation

Once people realize how unrealistic their feelings of regret are, they are more ready to let go of them. Cognitive psychologist David Burns, M.D., suggests specific strategies for dealing with useless feelings of regret and getting on with the present. One amusing technique is to spend 10 minutes a day writing down all the things you regret. Then say them all aloud (better yet, record them), and listen to yourself.

After you recognize how foolish most feelings of regret sound, the next step is to let go of them and to start dealing with the problem you face right now.

Descriptive discourse is a discourse that explains or describe thing, person, or an object. From the data finding, the writer found that there are two major texts of descriptive discourse. It can be seen on page 146 about Bananas and on page 147 about Komodo Dragon. These two discourses are categorized as Descriptive discourse. The aims of these two discourses are describe about Banana's growth, habitat and in the second text it describes about Komodo's life, habitat, physical appearance and the population of Komodo.

Bananas
Page 146

Identification

Bananas are found in tropical regions of the world where the climate provides plentiful rain and many hours of sunshine for most of the year. This enables bananas to be grown and picked all year round. The majority of the bananas eaten in the UK are imported from the Windward island in the Caribbean.

Description

Banana plants grow from a small root to a height of about three metres. They produce suckers, one of which is allowed to grow to its full size and bears the fruit. These fruits start by growing downwards before they grow up towards the sun in large bunches. A fully grown bunch can weigh up to thirty-five kilos, the bananas at the bottom being smaller than those nearer the top. As the bunches develop the plants must be supported by stakes to prevent them from breaking or toppling over.

Description

Bananas are very easily damaged and consequently great care must be taken when they are harvested. They are picked by hand before they are fully ripe, as they continue to ripen after harvesting. These green bananas are carefully transported to a packing station where they are washed, treated, and labelled so their origin can be traced.

For the ten- day sea voyage from the Caribbean to the UK, refrigerated ships are used in which the temperature can be carefully controlled to prevent the bananas from spoiling. Once unloaded at their destination, the green bananas are placed in special repening centres for up to five days before being delivered to shops.

Bananas are easily peeled and digested, and contain important trace minerals as well as all the benefits of fresh fruit. They provide a quick, convenient yet healthy energy boost and are consequently popular with athletes and tennis players.

In fact, bananas are the UK's favourite fruit- we eat more of them each year than any other fruit.

Identification

These giant lizards belong to the reptile family. Their scientific name is Varanus Komodeinsis. They live in a remote area in Indonesia in the Komodo National Park located in the east of Bali and Lombok.

Description

Komodo dragons have a lifespan of 50 years. Their length is about three meters (10 feet) and they weigh around 70 kg (155 lbs).

They have been discovered one hundred years ago in 1910 when a plane WWI pilot crashed into the Komodo Sea. He swam to the Komodo Island and discovered this new species. Then in 1912, a scientific expedition was carried on. They captured several dragons.

They can swim in the open sea and are actually very good swimmers. They swim from one island to another island in the Komodo National Park. However, it is very rare to see them swimming in the open sea.

These giant lizards can run very fast with a speed up to 20 km/h and even more when they hunt. Visitors of the Komodo National Park have to be very careful especially with the kids. The dragons are usually sleeping and seem to be very slow but in a second they can reach maximum speed.

Description

A female komodo lays from 15 to 30 eggs. There are four times more females than males. The maturity age is about 8 to 10 years old. They are usually solitary animals but it can arrive to find them in a group for feeding and mating season.

The estimated population of Komodo is about 5,700. They live on the Komodo Island in the Komodo National Park. Since these giant lizards have been protected in the Komodo National Park, their number is actually increasing but very slowly.

Based on the medium used, there is written discourse in the forms of text. Written discourse possesses its own complexity, due to the fact that each of its elements joins to provide an overall. The writer found that all discourses found in 2013 English Curriculum textbooks for grade 10 are written discourses. It is more structurally complex and more elaborate. It has longer sentences for each discourse. Based on the characteristics, the writer found that all discourses that have been researched were non-fiction discourse because all discourses were written using scientific way and it contains some biographies and some scientific writing. There is no fiction discourse like story, fable.

Generic structure is the structure of a text which determines a genre of the text. Here, the writer found that each text has its own generic structure to make the difference among them, because not all discourses have the same generic structure. It can be seen following:

Table 1. Generic Structure

Page	Title	Types of Discourse	Generic Structure
81	Habibie	Narrative discourse	<p><i>a.Orientation</i>; it introduces who will be discussed</p> <p><i>b. Events</i>; tell what happened, events or problems experienced by Habibie. The events were happened chronologically from he was born until he succeeded although it was not stated detail about Habibie's life, but the struggle of how he fought to get what he dreamed was written in this text.</p>
82	Abraham Lincoln	Narrative discourse	<p><i>a.Orientation</i>; this part informed about when Abraham Lincoln born and what job he took.</p> <p><i>b.Events</i>; it described about the problems that he faced and the position of him as a president in USA and in 1865 Lincoln was resigned from his position as a President.</p>
87	Martha Tiahahu	Narrative discourse	<p><i>a.Orientation</i>; it stated about another women emancipation and about Christina's life.</p> <p><i>b.Event</i>; it tells about Christina's struggling with her father and other freedom fighters to against colonizers of the Dutch era.</p> <p><i>c.Re-orientation</i>; it stated about Christina's day on January 2 to celebrate her courage in the struggle for Indonesia's freedom.</p>
146	Bananas	Descriptive discourse	<p><i>a.Identification</i>; it identifies about Bananas.</p> <p><i>b.Description</i>; it describes all about Bananas.</p>
147	Komodo dragons	Descriptive discourse	<p><i>a. Identification</i>; it identifies about one of the family reptile called Komodo.</p> <p><i>b.Description</i>;tells what the phenomenon under the discussion; in terms of parts, qualities, habits or behaviours and also tells about the physical appearance of Komodo dragon.</p>

39	Useless regrets	Hortatory discourse	<i>a. Stating thesis</i> ; states about our feelings. <i>b. Argument</i> ; provides some arguments and opinion from psychologists dealing with our feeling. <i>c. Recommendation</i> ; asks the readers to do what should be do after reading this text dealing with our feeling.
53	A trip to Mars	Expository discourse	<i>a. Topic sentence</i> ; it tells about a rocket that can be transportation to travel to Mars and how long it will travel there. <i>b. Supporting sentence</i> ; it gives the readers supporting sentences dealing with the topic sentence.

The three narrative discourses above have same generic structure. But in the third text, the writer found there is re-orientation which concluded all events faced by Christina and Indonesian celebrate it on January 2, and because of the great courage she showed in countering Dutch firearms with only stones, the Maluku community calls her a kabarasari or valiant woman. Based on the result of these three texts, the writer stated that in Narrative discourse, it consists of Orientation, Events and Re-orientation. Re-orientation is the opinion about someone's mind about the text he or she wrote about, or the writer can say it is conclusion that comes from someone's perception when he or she writes the text. It does not mean every type of recount text should provide three generic structure, it depends on how someone writes the text. He or she wants to add the conclusion or not, but the important thing that should be known is both Orientation and Events should be included in recount text. The re-orientation is just an optional. Every discourse has their own generic structure. All of it depend on what type of discourse. It has the function to make a difference among them.

Topics of Discourses

Topic is the most general term of writing. It explains what the discourse is about.

Table 2. Topics of Discourses

Page	Title	Topic
39	Useless Regrets	Our feelings are mainly the result of the way we think about reality, not reality itself.
53	A trip to Mars	A trip to Mars by using a rocket and its instruments.
81	Biography of Habibie	Habibie's life.
82	Abraham Lincoln	Abraham Lincoln's life.
87	Biography of Martha Christina Tiahahu	A heroine of women's emancipation of the Dutch era.

Based on the research conducted in 2013 English Curriculum Text Book for grade 10, it can be concluded that 2013 English Curriculum Textbook conducted the content of the discourses and some different discourses with some types of discourse based on its form; Narrative discourse, Expository discourse, Hortatory discourse, Descriptive discourse and also there was a medium used of discourse. That was written discourse. There was one characteristic of discourse. That was non-fiction discourse. Each discourse contained its generic structure and each discourse contained its own topic.

CONCLUSIONS

Based on the research conducted in 2013 English Curriculum Textbooks for grade 10, it can be concluded that 2013 English Curriculum Textbook conducted the content of the discourses and some different discourses with some types of discourse based on its form; Narrative discourse, Expository discourse, Hortatory discourse, Descriptive discourse and also there is a medium used of discourse. That is written discourse. There is one characteristic of discourse. That is non-fiction discourse. Each discourse contained its generic structure and each discourse contained its own topic.

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BIODATA

Luciana Eka Dwi Setiani was born on 14th September 1995 in Eban, TTU- East Nusa Tenggara. She graduated from English Study Program of FKIP, Nusa Cendana University (UNDANA). She is currently a student of graduate English Education Studies Programs, UNDANA. She currently lives in Kupang. She is also about to be interested in reading and badminton. (Email: elsisetiani310@gmail.com)

CONTEXTUAL METHOD OF TEACHING ENGLISH AS A FOREIGN LANGUAGE TO DEVELOP A COMMUNICATIVE ABILITY OF STUDENTS AT JUNIOR HIGH SCHOOL LEVEL IN NON NATIVE ENGLISH SPEAKING AREAS

Adelina Aparício
Pascasarjana, Undana – Kupang
Email address: riciolina2015@gmail.com

ABSTRACT

This paper talks about *Contextual Methods of Teaching English as a Foreign Language to Develop a Communicative Ability of Students at Junior High School Level*. The research purpose is to find out possible answers on “Why do the non native English speaking students are not able to speak English for the specific purpose after their schooling years?” And “how English is being taught by their English teachers in order to use the language for the effective communication?” The study uses, Qualitative Observational Research, for it deals with motivation, which justified through the personal attitudes including their environment. The instruments are used in a natural setting; means the researcher takes part in their long process of lifestyle. Since almost every action must be taken as a part of the whole phenomenon of the community and their culture therefore, the researcher might only promote a written Practical Language Teaching Guide, by using EGRA Technique, through Direct Method; that would be applicable for the non native English speaking teachers to develop their communicative abilities. In conclusion, to develop students’ communicative ability, non native English speaking teachers are required to use English throughout the classroom instructions and interactions by avoiding big tendencies of translation.

Keywords : *Contextual Teaching Methods, English as a Foreign Language*

INTRODUCTION

English is an international language. Researchers from all over the world have shown that cross-border business communication, global entertainments are the most often conducted in English. When people of different languages meet one another then they will pick English as the third language for their communication such as: when making order or requesting something and looking for jobs. It is the most commonly written and spoken language therefore, it plays an important role in the world communication.

In non-native English speaking areas it is considered as a Foreign language or as a second language. TEFL (Teaching English as a Foreign Language) therefore is mainly intended to teach English in non native English speaking countries which aims to describe situations where students learn English in order to use it for communication. In fact, everybody have now been interested to take and will take TOEFL (Test of English as a Foreign Language) for different reasons; like to measure their ability of acquiring and developing English language, to develop it for an academic research or for future work utility.

However, the problem lies on, “the non native English speaking students are not able to speak English fluently after their schooling years; And “the how English is being taught by the non native English speaking teachers in order to use the language for effective communication.” Indeed, English has been taught at schools in all level of formal education, particularly, language curriculum is then modified from time to time for the best way in teaching English as a foreign language but after all, in most non native English speaking areas, the students have to attend intensive English courses non-formally before getting along with their own situations for success.

A Contextual Method of Teaching English as a Foreign Language to Develop a Communicative Ability for Non Native English Speaking Students at the Junior High Student Level might be one of the today's issues to be investigated in non native English speaking areas. Knowing that these students, are in the first stage of English learning; and also face new challenging situations which requires more effort to learn something new and different from their own normal situations. Therefore, in order to develop students' communicative ability, there is a big need of an intensive pedagogical formation for non native English speaking teachers to acquire more the knowledge of language teaching by applying methods, that must be based on the need of space and time of the non native English speaking students themselves.

English curriculum in non native English speaking countries focusses on two main areas of skill development which are: language skill and socio cultural skill development. Therefore researcher focusses on language skill development that consists of listening, speaking, reading and writing skills, although socio cultural skill is one of the factors which contribute to the problem stated in this study. All of these language skills are taught in an integrated way, therefore researcher tries to present some of the teaching techniques which are applicable for the non native English speaking teachers to develop their students' communicative abilities.

If the students are not being motivated or facing difficulties in learning English, the English teachers need to create an effective language learning situation, like provide a complementary teaching materials in order to stimulate students' interest to learn the language, but above all, the English teachers themselves should be the examples of how to develop a communicative ability in English. In other words it is simply to say that they need concrete examples and practical instructions to get on with their real situation of developing their language skills.

METHOD

A Qualitative Observational Research is used in this study, for the data deals with the personal motivation that has to be justified through the attitudes of both teacher and student including their own environment. This method helps the researchers to face the delicate attitudinal complications around, like to understand what people think and perceive through their life decisions.

Technically, the instruments of the data collection are in-dept-interview, ethnographic research and Record keeping that are normally used in natural settings. Through in-dept-interview, the researcher makes a personal interview which is carried out with one respondent at a time. Through spontaneous conversations the researcher could find chance to get details in dept from the respondent. And it gives a better opportunity to read the respondent's body language because the interview is conducted face-to-face, that helps to collect a meaningful information.

The second way of collecting data is the ethnographic research because it studies people in their natural occurring environment, like for example, to see the school facilities, the total languages they use, which one is considered to be compulsory subject in the country. Aside from the general view the observation is done by the researcher in a specific way like, making outside and inside the classroom observations; particularly by accompanying English class frequency, having a careful checking of punctuality by both teacher and students, recording and observing the way of giving intructions to the students in English, within a long period of time. The last instrument of data collection is Record keeping is also very

important in this process to assure the reliable documents as the data sources. After all, this study needs much time to narrate and describe every little action to be considered in order to arrive at its own research conclusion.

DISCUSSION

Based on the method and techniques above, it is almost every action or communication must be taken as a part of the whole phenomenon of a certain community with their own culture. Particularly, it deals with the behaviour or personal attitudes of non native English teachers from which fundamentally contribute to the poor communication of the target language in the classroom instructions and interactions. As a reference the researcher has found out that there is a gap between English knowledge and the use of English language itself in the people's life style. In other words, the English teachers, get used to express in their local languages with the students and also with the teachers around. Even more they use local languages in their English instructions within the English classroom activities.

Therefore, the researcher realized the purpose of the study by applying or promoting a complementary teaching aids which entitled: "Practical Language Teaching Guide by using EGRA Patterns (Experience, Generalization, Reinforcement and Application) through Direct Method. Every stage of EGRA has a particular objective such as the Experience stage aims to catch the full attention of students on a certain matter, to arouse their interest to a particular topic and to challenge them to be aware of their own reality. Generalization gives a better understanding of the concept or to find out the scientific form or rule and function of a particular topic. The reinforcement helps the students to check or revise their generalization. And application applies structures items learned in the previous stage to produce their own ideas. Thus, bellow is the proposed Practical Language Teaching Guide for the Non native English Speaking teachers by the researcher as the significance of the researcher's findings: A Practical Language Teaching Guide , of using EGRA Technique through Direct Method, for the Non native English Speaking Teachers . The content of this Teaching Guide provides some illustions of a technical teaching for every topic of language skill development with their possible solutions.

Teaching Listening

How to teach vocabulary (homophone)

Experience:

The teacher tries to dictate the following dialogue between Aldo, Ana and John. The dialogue took place at the seashore.

Ana : Aldo, can you see what is inside the sea?

Aldo : No, I can not see anything, Ana.

Ana : Anyway, please take your seat over there.

John : What can you see there at the seashore?

John : I see some boys playing ball and some others are quarreling at the seashore.

Ana : You are right, please sit down!

Now, you can exchange your papers and let us correct it together, and we will know who gets the highest score, he or she will be awarded with this kids dictionary.

Generalization:

The teacher explains the definition of homophones after correcting the given dialogue: and points out the homophones in the text by explaining their own rules.

Homophones are words in the same pronunciation or sound, but different in spelling and different in meaning.

- *Sea* and *see* have different meaning, with different spelling but in the same sound.
- *Seat* and *sit* are different in meaning, and spelling but have the same pronunciation.

Definition:

Sea means the expanse of salt water that covers most of the earth surface.

See is perceive with the eyes. The synonym of to see is to look at; to observe or to lay eyes on.

Example:

1. I could not *see* the fish was jumping inside the *sea*.
2. To take your *seat* means to *sit* down.

Reinforcement:

During this stage, the teacher asks the students do the work individually or by groups. This stage is a very challenging time for the English teachers by trying to avoid the tendencies for quick translations. Because it gives opportunity for students to search and enrich their vocabularies. Below are the given exercises with each of the expected solutions.

Try to define the following homophones by consulting your dictionaries!

1. *ant, aunt*

- ant is a small black or red insect that lives in groups on the ground.
- aunt is someone who is the sister of your mother or father; or the wife of your uncle.

2. *dear, deer*

- dear is an exclamation word used to express surprise or disappointment; it is also used to address someone in a friendly way.
- deer is a large, wild animal in long horns that is sometimes hunted for food.

3. *hour, our*

- hour is a period of time, equals to 60 minutes.
- our is a determiner which is relating to the first person plural.

4. *right, write*

- right refers to direction of the position of something; the opposite of your left side.
- write is verb to write; or produce words or numbers on a piece of paper by using pencil or pen.

5. *seat, sit*

- seat refers to something that you sit on, such as chair or bench.
- sit is a verb; moving your body into a sitting position after you have been standing.

After the discussions, the teacher tries to correct and gives observations.

Application:

In this stage, much time is given to the students to do the work.

1. Find out five pairs of homophones.
2. Try to give meaning for each word by consulting the dictionary.
3. Identify their differences and similarities.
4. Make sentences by using the homophones.
5. Identify two examples of homonyms or homographs in your local language.

6. Identify some examples of homonyms or homographs in other languages which are considered as compulsory subjects in your country.

Teaching Structures

How to teach Simple Past Tense

Experience:

1. Did you sleep well last night? – Yes, (I slept well last night.)
2. Did she arrive late for the class this morning? – No, (She did not arrive late for the class this morning.)
3. Did you brush your teeth this morning? – Yes, (I brushed my teeth this morning.)
4. Did they go to his house last week? – Yes, (they went to his house last week.)
5. Were you there in class when I called you yesterday? – No, (I was not there when you called me yesterday.)

Now, who can guess! what tense are we going to discuss today? – (Simple present/ Simple Past/ Present continuous tense)

The teacher tries to present the rules of all the proposed tenses by the students on the board. Then review the questions and let the students realize which statements are fitted to the Simple Past Tense. And let them justify on why the question and answer is unfitable for the present continuous tense nor it is for simple present.

Generalizations:

The teacher illustrates the proper rules of the simple past tense, by explaining the rules of each form and giving examples on the board.

The teacher gives chance to the students to ask questions if they have any doubts to be clarified, before moving to another stage.

Reinforcement:

During this stage, the teacher gives guided tasks to the students individually.

Fill the blanks with the suitable verbs in the brackets to complete the following sentences!

1. Mrs. Susan and her daughter ____ (go) to the dentist this morning.
2. ____ you take your breakfast this morning?
3. We ____ (do) the work last night.
4. Mario ____ (not/do) his assignment last night.
5. She ____ (tell) me to go out this evening.

Application:

This stage, the students are asked to recount some events that had hapened in the past.

Please recount your own experience in the past time in five sentences!

Teaching Grammar

How to teach Adjectives of Order

Using EGRA technique in teaching Adjectives of Order is that the students are given opportunity to find out the forms and function of the proper order of describing a noun with a number of adjectives.

Experience:

1. The teacher starts with playing role or illustrating some concrete examples of adjectives
Choose a box and try to create an atmosphere of brainstorming with question and answer in order to describe the thing. For example: The box is made of plastic, it has a blue color, it is big, and it is square.
2. The teacher presents the object by asking questions, like:
 - What is it? (It is a box)
 - What does it be made of? (It is made of plastic)
 - What color is it? (It is blue)
 - Is it big or small? (It is big)
 - What shape is it? (It is square)

So now, we have several adjectives here on the board, who wants to describe this box by ordering the adjectives into a good sentence?

This is a challenging step to lead them into the next stage.

Generalizations:

Teacher presents the rules on how to order the adjective to describe something or someone properly.

Determin.	Quantity	Quality	Size	Age	Shape	Color	Nationality	Material	Purpose	Noun
A			big		square	Blue		plastic		box

Reinforcement:

The teacher gives a guided exercises with different adjectives to describe the following nouns.

Try to order the following adjectives to describe the noun!

1. old/ friend/ dear/a/Chinese (A dear old Chinese friend.)
2. small/ two/ tables/ round/ garden/ new (Two small new round garden tables.)
3. fat/ old/ lady/ Japanese (An old fat Japanese lady)
4. Timorese/ player/ young/ football (A young Timorese football player.)
5. small/ German/ expensive/ car/ racing (An expensive small German racing car.)

Let the students try to order each statement on the board. Then follows up by corrections and observations.

Application:

The teacher orients the students to form the groups . Let the group delegates, having draw lots on the numbers of different topics.

Example:

Group A : is assigned to find adjectives more than two in order to describe a person. Group B would describe animals, and others can describe things like food, household utensils or electronical devices. After all, the teacher gives solutions to their work and concludes the lesson.

CONCLUSIONS

From this study, the researcher comes up with a conclusion that to develop student's communicative ability, in non native English speaking areas, the non native English speaking teachers are professionally required to use English language actively and effectively throughout the classroom instructions and interactions by avoiding the big tendencies of translation. The reason is that, in spite of all the teaching facilities are provided, and the intensive pedagogical formations takes place in a high frequency, there will be no change at all if the English teachers are not convinced at the idea of U.S.Anderson "the fruits of tomorrow depends on the seeds of today." by using the language for active interaction during the classroom activities.

The result of the study would be realized gradually for it deals with the good will or the motivation of non native English speaking teachers as the key for the students' successes in the future.

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BIODATA

The writer is a Secondary English teacher in Timor Leste. She was born in Baguia, on 19 February, 1964. Attended Portuguese Elementary School (1972-1975). Due to the worsening of war she did not continue her studies for six years. Completed SDK (1981), SMPK (1984), PGAK (1989). Holds B.Ed. in Catechetic, Canlubang, Philippines, (1994); L.Ed. in English at UNTL (2003), B.Ed. in Portuguese at UNTL (2007). Attended EAL Teacher Training Program in Adelaide, SA. (2015).

THE ABILITY OF MASTERING ENGLISH PASSIVE VOICE (SIMPLE PRESENT, SIMPLE, PAST AND SIMPLE FUTURE TENSE) BY THE GRADE 12 STUDENTS OF ESCOLA SECUNDÁRIA PÚBLICA NOBEL DA PAZ DILI TIMOR-LESTE IN THE SCHOOL YEAR 2019

Atanasio A. Gusmão Freitas Belo, Adolzina Diana Gusmão, Adelaide da Costa Lay, Augusta Assunção, Carnilda da Costa and Mateus Salvador
English Study Program, Dili University (UNDIL)

ABSTRACT

This study was entitled A study on Mastering English Passive Voice (simple present, simple past and simple future tense) by the Grade 12 Students of Escola Secundária Pública Nobel da Paz, Dili Timor-Leste in the School Year 2019. The aim of this study was to find out whether or not the grade 12 students master English passive voice as well as to know their mastery level. The population of this study was all the grade 12 students that consisted of four classes and only 30 students who were selected randomly as the sample or respondents. The instrument used for the data collection was a questionnaire or test that contained 30 numbers of questions. The methods used in this study were qualitative and quantitative approaches.

Keywords: *Mastering English Passive Voice: Simple Present, Simple Past, Simple Future Tense.*

INTRODUCTION

Knowing a foreign language is important because it is one of the main ways to communicate and interact with one another. It helps keep us in contact with other people. To bridge those people to interact with another we must need a language that is easily accessible such as English. Crystal (2003, p.5), “states that English turns and makes the big world into a small village”. It means that English as a global language that has invited and connected all the people worldwide together in term of communication. In addition, Seidlhofer (2005, p.339), “that English as a world language, international language or global language communication may highly effectively avoid misunderstanding and misinterpretation among individuals”.

The importance of English today cannot be denied and ignored since it has become an international language spoken all over the world. English is now playing very vital roles in many sectors such as business, media education and etc. English proficiency is one of the most decisive capabilities in finding employment. This phenomenon is underlying the presence of education system all over the world including Timor-Leste in which its Ministry of Education has officially included English in the national curriculum as one of the compulsory subjects that are necessary for students to learn at schools.

Since English has been a subject to be learned at school, the students are required to master its skills and elements for the purpose of communication. Thus, to gain an understandable and effective communication with the others the schools frequently focus on some of the more formal aspects of English skills and elements. The classes may teach students the grammatically correct way of speaking and writing which includes proper sentence structure and verb conjugation and will generally provide a very structured approach to language learning. So the students are demanded to be able to apply correctly the rules of grammar to facilitate them to create a meaningful ideas, messages or thoughts before they express. Thus, in teaching and learning English, teachers should emphasize and ask their students to deeply concentrate on the grammar. This is because if without having very good knowledge of

grammar students might not be successful in learning English at schools. DeCapua (2008, pp.14-15) states that, “for teachers of ESL/EFL learners, a knowledge of how English works is essential. Teachers need to be able to talk about how sentences are constructed, about the types of words and word groups that make up sentences, and about the functions of these words and word groups within sentences and in larger contexts. With this knowledge, teachers can help their students understand the language and know what their students need to learn in order to acquire it. Without knowing the essential components, as well as the complexities of the language in question, it is difficult to understand what learners actually need to know in order to learn the new language”.

Dykes (2007, p.6) states that, “the simplest and perhaps the truest definition of grammar is “a language to talk about language”. Just as one cannot explain how a motor engine functions (or is failing to function) without naming words for its parts and their specific actions, so it is impossible to explore the function of words and the part they play in forming meaningful language without a naming procedure”. In that sense, English grammar is an important guide that may help students have a deep knowledge and mastery for a better communication purpose. Therefore, the researcher would like to carry out this research to find out whether or not the grade 12 students of Escola Secundária Pública Nobel da Paz, Dili Timor-Leste in the school year 2019 master English grammar especially in passive voice of simple present, simple past and simple future tense as well as to point out their mastery level towards English passive voice.

THEORITICAL FRAMEWORK

Grammar is the way we put the words together so that they make sense. Words are like pieces of a jigsaw. We need to fit them together properly to make meaning (Dignen, 2017, p.8). Meanwhile, Carter and Michael McCarthy (2006, p.1), grammar is concerned with how sentences and utterances are formed. In a typical English sentence, we can see the two most basic principles of grammar, the arrangement of items and the structure of items. Many grammar books discuss the active or passive use of a verb as voice. Active voice refers to sentences where the “doer” or the “agent” is the grammatical subject and the “receiver” of the action is the grammatical object, and only transitive verbs that can take an object. This is because the subject of a sentence in passive voice is the original object of the verb in active voice. The passive consists of “be” + “main verb in the past participle form”. The verb be can occur in any tense, but the main verb is always in the past participle form. In teaching the forms of the passive, grammar books for ESL/EFL learners generally introduce the forms by showing and practicing transformations of active sentences to passive ones (DeCapua 2008, pp. 256-260). Examples; (active) “*People design new computer games*”, “*People are designing new computer games*”, “*People designed new computer games*” “*People will design new computer games*”. (passive) “*New computer games are designed by people*”, “*New computer games are being designed by people*”, “*New computer games were designed by people*”, “*New computer games will be designed by people*”.

Meanwhile, Azar (2003, pp. 276-277) passive is a type of sentence in which the object in an active sentence becomes the subject in a passive sentence. The subject in an active sentence is the object of “by” phrase in a passive sentence. The form of all passive verbs: “be” + “*past participle*”. “Be” can be in any of its forms: am, is, are, was, were, has been, have been, will be, etc. Examples; (active) “*John mails the letter*”, “*She flew the kite*”, “*They will fix the car*”. (passive) “*The letter is mailed by John*”, “*The kite was flown by her*”, “*The cars will be fixed by them*”.

Moreover, we use passives when we describe a process by talking about what is done, not what does it, and when we report events but we do not know or it is not important, who performs the actions (Yule, 2006, p. 62). Examples: “*Wine is made from grapes*”, “*Oranges are grown in Spain*”, “*Oil has to be imported*”, “*My bag was stolen*”, “*Some trees have been cut down*”, “*I think the old road has been repaired*”. He added that we use passives to talk about the subject as the person or thing affected by the actions, often when the subject is the topic of two or more sentences. We can use passives for several actions that affect the same subject in a single sentence. Examples: “*After registration, course cannot be added, dropped or changes without permission*”. *The house is still for sale, it was built in 1928. It was completely renovated in 2002.*

Furthermore, the passive voice is a type of grammatical voice in which the subject is acted upon by the verb. In passive voice sentences, the subject is the receiver of the action (i.e., what would be the direct object in an active voice sentence). For example: “*The concert was attended by many young people.*” “*The necklace is being made by a child.*” Passive-voice verbs are always preceded by the auxiliary verb *be* and are in their past participle forms. While the receiver of the action comes before the verb, the person or thing performing the action (known as the agent) comes after the verb and is preceded by the preposition “*by*” to form a prepositional phrase (Herring, 2016, p.774). Examples: “*The lights were turned off by the janitor*”, “*Final exams will be taken by students on Friday*”, “*Letters to Santa are sent by children every year.*”

METHOD

The writer applied two methods in conducting the research namely quantitative and qualitative methods. Quantitative method was used to statistically analyze the data obtained from the respondents in the field. Meanwhile qualitative method was used to describe the results of data analysis. After gathering the data, the writer used some techniques to facilitate him in discussing analyzing the students’ answers in the test given. Therefore, the researcher made tabulation, coding and numbering in order to be able to categorize number of the total number of correct answers, wrong answers and null answers made by them. To know the scores of each student both individually and as a whole, the researcher used the formula of Dajan (1991) namely:

$$\frac{A}{B} \times \frac{X}{C} = 100\%$$

A= total number of correct or wrong answer

B= total number of tested

C= total number of item test

After finding the students’ scores, the researcher classified the level of students’ mastery based on the category below:

0-10 = Low Level

11-20 =Average Level

21-30 =High Level

DISCUSSION

The researcher attempts to explain the results of the research after gathering the data in the field especially at Escola Secundária Pública Nobel da Paz, Dili Timor-Leste in the School Year 2019. The results of the data analysis are presented in the table below:

Table 1. The Percentage of Students' Results

Nu. of Students	Tests	Results with Percentages					
		CA	%	WA	%	Null	%
1	30	5	0.56%	25	2.78%	0	0.00%
2	30	12	1.33%	18	2.00%	0	0.00%
3	30	13	1.44%	17	1.89%	0	0.00%
4	30	9	1.00%	17	1.89%	4	0.44
5	30	11	1.22%	17	1.89%	2	0.22
6	30	8	0.89%	22	2.44%	0	0.00%
7	30	6	0.67%	24	2.67%	0	0.00%
8	30	6	0.67%	24	2.67%	0	0.00%
9	30	10	1.11%	20	2.22	0	0.00%
10	30	8	0.89%	22	2.44%	0	0.00%
11	30	7	0.78%	23	2.56%	0	0.00%
12	30	16	1.78%	14	1.56%	0	0.00%
13	30	5	0.56%	24	2.67%	1	0.00%
14	30	11	1.22%	19	2.11%	0	0.00%
15	30	9	1.00%	21	2.33%	0	0.00%
16	30	12	1.33%	18	2.00%	0	0.00%
17	30	8	0.89%	22	2.44%	0	0.00%
18	30	10	1.11%	20	2.22%	0	0.00%
19	30	10	1.11%	20	2.22%	0	0.00%
20	30	12	1.33%	18	2.00%	0	0.00%
21	30	8	0.89	22	2.44%	0	0.00%
22	30	3	0.33	27	3.00%	0	0.00%
23	30	6	0.67%	24	2.67%	0	0.00%
24	30	8	0.89%	22	2.44%	0	0.00%
25	30	6	0.67%	24	2.67%	0	0.00%
26	30	8	0.89%	22	2.44%	0	0.00%
27	30	3	0.33%	22	2.44%	5	0.56
28	30	7	0.78%	23	2.56%	0	0.00%
29	30	14	1.56%	16	1.78%	0	0.00%
30	30	13	1.44%	17	1.89%	0	0.00%
30 x 30: 900		264	29.33%	624	69.33%	12	1.33%

The researcher provided the students with 900 questions with the percentage of 100%. The students were expected to obtain 900 scores (correct answers) and should be in the high level category because they have learnt English passive voice at school. The 900 (100%) correct answers were from total students (30 sample/respondents) multiplied with total number of the tests (30 questions). The results of the data analysis indicate that thirty students of the grade 12 (students) who were selected as the respondents of this study made 264 (29.33%) correct answers, 624 (69.33%) wrong answers, and 12 (1.33%) null answers. In comparing between correct and wrong answers, the wrong answers were significantly higher than correct answers. It means that even if those students have learnt English grammar but they were still unable to master English passive voice of simple present, simple past and simple future tense.

Low Level

Table 2. The Low Level of Students' Scores

Nu.	Students' seats	Scores	%
1	22	3	0.33%
2	27	3	0.33%
3	1	5	0.56%
4	13	5	0.56%
5	7	6	0.67%
6	8	6	0.67%
7	23	6	0.67%
8	25	6	0.67%
9	11	7	0.78%
10	28	7	0.78%
11	6	8	0.89%
12	10	8	0.89%
13	17	8	0.89%
14	21	8	0.89%
15	24	8	0.89%
16	26	8	0.89%
17	4	9	1%
18	15	9	1%
19	9	10	1.11%
20	18	10	1.11%
21	19	10	1.11%
Total: 21 Students		150	16.67%

Score of ranges: 3-10

This table describes about the low level of students' scores. The results show that there were twenty one students obtaining 150 (16/67%) scores (correct answers) in the test given. Their scores range from 3 to 10. It points out that two students with the sitting numbers 22 and 27 got scores 3, two students with the sitting numbers 1 and 13 got scores 5, four students with the sitting numbers 7, 8, 23 and 25 obtained scores 6, two students with the sitting numbers 11 and 28 obtained scores 7, six students with the sitting numbers 6, 10, 17, 21, 24 and 26 gained scores 8, two students with the sitting numbers 4 and 15 gained scores 9, and three students in the sitting 9, 18, and 19 gained scores 10. Based on this indication, it could be concluded that grade 12 students of Escola Secundária Pública Nobel da Paz, Dili Timor-Leste in the school year 2019 were mostly categorized in low level of mastering English passive voice of simple present, simple past and simple future tense. This is because the scores obtained by students were very poor or only in low level category.

Average Level

Table 3. The Average Level of Students' Scores

Nu.	Students' seats	Scores	%
1	5	11	1.22%
2	14	11	1.22%
3	2	12	1.33%
4	16	12	1.33%
5	20	12	1.33%
6	3	13	1.44%
7	30	13	1.44%
8	29	14	1.56%
9	12	16	1.78%
Total: 9 Students		114	12.67%

Score of ranges: 11-16

This table describes the average level of students' scores. The results shows that there were nine students obtaining 114 (12.67%) scores (correct answers) in the test provided. Their scores range from 11 till 20. It indicates that two students with the sitting numbers 5 and 14 obtained scores 11, three students in the sitting number 2, 16 and 20 obtained scores 12, two students with the sitting numbers 3 and 30 had scores 13, one student in the sitting number 29 had score 14, and only one student in the sitting number 12 had score 16. Those nine students were categorized into average level because the scores gained by them were only between low and high level category, and none of the students were in high level category.

CONCLUSIONS

The results show that the grade 12 of Escola Secundária Pública Nobel da Paz, Dili Timor-Leste in the school year 2019 made 264 (29.33%) correct answers, 624 (69.33%) wrong answers, and 12 (1.33%) null answers. It means that even if those students have learnt English grammar but they were still unable to master English passive voice especially of simple present, simple past and simple future tense as the wrong answers were higher than correct answers. Moreover, there were only nine out of thirty students being categorized in average level with the scores 114 (12.67%) and none of the students were in high level because the scores obtained by them were poor and did not reach the target (high level category).

SUGGESTIONS

Based on the result of the data analysis, the researcher therefore would like to suggest both teachers and students:

To English teachers:

Firstly, English teachers should be able to design their syllabus and lesson plan as good as possible so that can achieve learning objectives. Secondly, English teachers should master a variety of teaching methodologies and be able to use in classroom teaching, English teachers should apply different techniques, strategies and approaches to attract and assist students learn specifically in learning English grammar, Thirdly, English teachers have to evaluate all teaching materials to make sure that their students fully understand what they have learnt. English teachers also need to give chance to students to discuss and express themselves about what they have learnt in the class. Finally, English teachers need to have learning resources

or materials such as textbooks, videos, games, visual aids and etc, to help students learn successfully.

To students:

First of all, the students should pay attention to teachers' explanation so that they can understand what they are about to learn, students should be able to apply what they have learned by practicing and discussing with their friends in the classroom and outside. Next, students have to do diligently any assignments given by their teachers to enable them to comprehend what they learn in the class. After that, students must familiarize themselves to read text books such as grammar and access other resources like internet and etc. to help them develop their English skills grammar. Finally, the students are required to master everything dealing with grammar able to practice in real life situation by which they use English to communicate with others so that they can improve their fluency.

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NEEDS ANALYSIS IN ENGLISH LANGUAGE TEACHING; IS IT IMPORTANT?

Eltina Agustina Maromon

English Education, Artha Wacana Christian University, Kupang

eltineagustine@gmail.com

ABSTRACT

Asking students about things they need to learn and practice in a subject is a good initial step which has to be done by teachers before starting and sharing an instructional material, since this would help teachers arrange appropriate content of teaching material to be taught. Hereby, needs analysis is assumed as a part of building students' awareness and autonomy as well as providing data. In addition, it may encourage students to start elaborating their learning and taking responsibility for it. Needs analysis is recommended as a cornerstone and prerequisite in the process of learning in English an Language Teaching (ELT). This study has been conducted in both junior and senior high school levels in Kupang and the result of this study has appeared in the answers of the questionnaires in which most students have responded that what they really need in learning English is dealing with facilities, such as technological resources as well as supplementary materials for both in- and out-of-class activities. Another important need relates to the issues of teacher-student interaction which has been recommended in EFL Class.

Keywords: *Needs Analysis, English Language Teaching, EFL*

INTRODUCTION

Needs analysis is directly mainly at the goals and content of a course, examines what the students know already and what they need to know (Nation and Macalister, 2010:24). Need analysis itself helps draw a profile of students/course in order to determine and prioritize the needs for which analyzing learners' require English (Richards et al, 1997). Since English has been taught in Indonesia as a foreign language and it becomes one of a course in national examination. Then getting the information gathered from a need analysis can be used to define the course goals or to select the most relevant material and appropriate strategies for the English teaching.

Johnson K. (2008:200) points out that: "in order to plan a foreign language teaching teacher need to find a way of analyzing students' needs. What is going to tell just how much, and for what purposes the students' need in learning a foreign language, it is the process of needs analysis. "Needs Analysis in language teaching and language program design, can be defined as a systematic process which helps teachers to collect information and get an accurate and complete picture of their students' needs and preferences. However, this process sometimes does not involve looking at the students' individual needs, but may be involved looking at the requirements and expectations of other members involved, such as employees, parents, teachers and financial supporters. If a need analysis is used as a current part of teaching, it helps students to reflect on their learning, to identify their needs, and to control their learning.

Additionally, as Benesch (2003) states: " The information gleaned from a need analysis can be used to help teacher to define program goals. These goals can be stated as specific teaching objectives, which will function as the foundation on which a teacher will develop the lesson plans, materials, tests, assignments and activities." Thus, a need analysis helps teacher to elucidate the purposes of his learning program.

This study investigates a research question: what are the junior and senior high school students' need in learning English as a Foreign Language?

This study has implication to support Richard (2001:54) need analysis is needed to collect information from students then analyzed it in order to obtain more comprehensive view of students need as a basis for evaluating and revising a language program.

REVIEW OF LITERATURE

Concept of Needs Analysis

Needs analysis is the preliminary stage of designing courses, syllabuses, materials and the sort of educational activities that take place (Jordan, 1997). Needs analysis is a significant factor that should be discovered and negotiated in language teaching programs. The results of the needs analysis support teachers to define the students' professional needs in terms of language skills, as well as their deficiencies in the area of language skills. Upon examining the students' needs and specifying the language course objectives, materials meeting the needs of the students might be chosen for instance. Therefore, needs analysis is the base on which curriculum content, teaching materials and methods are constructed. This gives way to enhancing the students' motivation and achievement as a result (Long, 2005). Needs analysis has several sub-branches according to the aim and function of the analysis. It covers target situation analysis, present situation analysis, deficiency analysis, strategy analysis and means analysis, etc. (Jordan, 1997). To sum up, needs analysis is the systematic data collection and examining of all subjective and objective information required to describe and validate curriculum goals that support the language learning needs of students within the context of the institutions that affect the learning and teaching situation (Brown, 2006).

Purpose of Needs analysis

Needs analysis in language teaching may be used for a number of different purposes, such as (1) to find out what language skills a student needs in order to perform a particular role such as sales manager, tour guide, or university student; (2) to help determine if an existing course adequately addresses the needs of potential students; (3) to determine which students from a group are most in need of training in particular language skills; (4) to identify a change of direction that people in a reference group feel is important; (5) to identify a gap between what students are able to do and what they need to be able to do; (6) to collect information about a particular problem students are experiencing.

The importance of Needs Analysis in English Language Teaching

It is important to understand how students' perceived language needs change over the course of their English language studies at one institution. This is possible by identifying the students' background and then conducting repeated measures of the students' perceived English language needs. Furthermore, determining the factors that cause changes in the perceived language needs would also serve as constructive information to curriculum review. The necessity of a curriculum review of the English Language Program (ELP), and the subsequent needs analysis, has come from both routine maintenance as well as feelings from the curriculum designers and teaching staff that the current curriculum is not appropriate for a portion of the student population. A description of the program's initial curriculum development and the demographic and situational changes that have occurred since the program started is useful. The process of collecting English language students' needs, including real linguistic needs as well as wants and desires is now viewed increasingly important in the creating of ELP. Due to ever changing students, societal and institutional factors, current English language programs need to also include needs analysis as part of

routine program review. Identifying and confirming the various perceptual needs and wants of the students' at one institution. It is hoped that the description and analysis of the current needs analysis will be conducted at all levels (schools, colleges and universities). The inclusion of needs analysis in second language curriculum development began in earnest in the 1960's as language programs started emphasizing English for Specific Purposes (ESP) instruction (Richards, 2001). The types of needs analysis for ESP focuses on gathering detailed language used for vocational or other specific language needs. An important principle of ESP approaches to language teaching is that the purposes for which a student needs a language rather than a syllabus reflecting the structure of general English should be used in planning an English course. Rather than developing a course around an analysis of the language, an ESP approach starts instead with an analysis of the student's needs.

METHOD

The study was done in two schools around Kupang town, that is SMP Negeri 5 Kupang and SMA Negeri 2 Kupang. Sixty students are taken as the participants in this study where they are split into two groups. Each group consists of thirty students. The goal of taken two levels of the participant is to know the junior and senior high school students' need in learning English as a foreign language. Questionnaire was the instrument in getting data from the participant.

FINDINGS AND DISCUSSION

In the following section, the results of the findings were described based on the data obtained from the participants. Results of the content of the English course in terms of its needs In the questionnaire. There are 3 items related to results of the content of the English courses, the aim of which is to specify the perspectives of the ELT students and graduates.

Based on the result of table 1 about students' need in learning English through technological resource is very useful. Relating to this aspect it can be shown that; (1) students need more exercises in order to be fluent in pronunciation. Those exercises are watching English television programs and films at home; (2) listening to English radio program frequently also influence their listening skills; (3) Using offline and online media in doing exercises as a way of learning new technology; (4) Practise drills on tones, sounds and grammatical patterns through recording help them remember English grammar; and (5) Applying English corresspondency through mail or email with foreigner (English speaking country people). While on table 2, relating to students' need in learning English through supplementary materials for both in-class and out-of-class activities has shown that Use of jokes and proverbs, short stories and anecdotes, cartoons and caricatures, television programs and films, discussions and debates in teaching and learning activities are very needed as ways of teachers applied strategies in teaching process and also students may practise their English fluency by the time they have the instructional of English . On table 3, it has proven also that students need to learn English through teacher-student interaction. Those interactions are needed such as (1) by the time explain new grammar points then teachers are asked to practise them; (2) Correcting any mistakes of students grammar could help them learn from their mistakes; (3) Correcting students' mistakes of pronunciation would help them confident in practising their English and (4) using both English and Indonesian would be better for students to recognize new English vocabulary and help them understand teacher's instruction along the instructional process. And the last is table 4 about students need to learn English through students-students interactions. For this part, it could be proved that (1) Working in small group during instructional process may help students help each other in supporting their learning; (2) Working with other students on-out-of-class project also as a way of knowing

each other and would be beneficial to help one to another; (3) Leading class discussions would show students to practise their speaking skill ; (4) Interacting with students demonstrators in labs, tutorial, etc as the part of showing students ability during the instructional process.

CONCLUSIONS

This study concludes that it is important for teachers to be aware of;

1. Students need to learn English through technological resources.
2. Students need to learn English through supplementary materials for both in-class and out-of-class activities.
3. Students need to learn English through teacher-student interaction.
4. Students need to learn English through students-students interactions.

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WHAT CHILDREN ARE SAYING ABOUT ENGLISH: ENGLISH FOR CHILDREN IN INDONESIAN CONTEXT

Ratna Rintaningrum

Institute of Technology Sepuluh Nopember (ITS), Surabaya, Indonesia

Email: rintaningrum@yahoo.com.au

rintaningrumits@gmail.com

ABSTRACT

When English is not only spoken by native speaker of English, English places itself more confidently in all aspects of life, including in the field of Education, and even learned by people with a variety of ages around the world, including children. In an Asian country, particularly, Indonesia, children have opportunities to learn English from formal classroom instruction to non-formal education. The spread of English in Indonesia inspires educators to open programs or classes for non-formal education that is English classes conducted outside of school curriculum, and held outside of formal classroom instruction. There are some Indonesian children taking these opportunities by attending the classes and programs offered. This study is gathering information and evident on why these children like attending the English classes in addition to their formal classroom instruction to learn English. This is a qualitative study. The data and information are obtained through interview. There are a variety of reasons on why children like learning English.

Keywords: *Children, Learn, English, English for Children*

INTRODUCTION

Although the term ‘global change’ is not new, this term remains a hot debate across academic disciplines, particularly, science, technology, politics, economics, sociology, culture, including education. Global change has influenced the field of education in terms of change on educational processes and in particular, English language teaching and learning (Rintaningrum, 2015). The dynamic changes occurring in this global era greatly affect the teaching and learning of English as a Foreign Language (EFL) across the non-English speaking world. English is growing to be the most popular language learned across the hemisphere of non-English speaking countries. Undoubtedly people in general, and children in particular have a great demand to learn English as a foreign language. Children in Asian countries (Fang, 2009, p. 1; Kachru, 2005; McArthur, 2003; Rintaningrum, 2015) such as Indonesia, Vietnam, Cambodia, Japan, Korea, Malaysia, Singapore, Thailand, Philippines, and China develop themselves to be proficient English users. Children in such countries start learning English in early stages. The English language has gained in status across Asian countries.

Developing English language proficiency within the setting of English as a foreign language is not an easy task. Cummins (1980 cited in Albers, Kenyon, & Boals, 2009, p. 75) argued that this was because “the acquisition of language proficiency is not a dichotomous process but rather one that develops along a continuum”. Moreover, the teachers of English in this setting are non-native speakers of English, and the target language is not spoken in this setting. The emergence of language learning theory namely, the ‘Grammar Translation Method’ dominate the teaching of English in Asian countries, such as Japan (Gorsuch, 1998; Matsuura, Chiba, & Hilderbrandt, 2001; Suzuki, 1999), Indonesia (Alwasilah, 1993; Widiati & Cahyono, 2009), Korea (Vasilopoulos, 2008), Thailand (Hiranburana, 2017) and China (Zhang, 2009) have used this method for years although in recent years there have been some changes in the method of teaching. Even when the latest teaching methods, namely,

Communicative Language Teaching (CLT), is used, some of the characteristics of CLT make it difficult for a non-native-speaking teacher who may not have a high level of English language proficiency in the use of English to teach effectively. Teaching grammar rules and drills (the forms of language) are seen to be much simpler and easier than the use of the target language for non-native-speaking teachers to teach. Therefore, it is not surprising that students are able to achieve higher scores in writing (structure and written expression) since this is what they have been doing in class for a long time when learning English as a foreign language.

However, in line with a great demand in learning English, and due to the rapid changes in the development of Information, Communication, and Technologies (ICT) (J Anderson, 2005), a variety of modern techniques to teach and learn English have been improved including the use of technology for young learners (Bull & Ma, 2001; Gee, 1996; Harmer, 2007; Prensky, 2001; Rintaningrum, 2016, 2018; Scott A. & Ytreber H., n.d.; Tomlinson, 2010; Yang, 2013). The availability of internet enables young learners to learn English through technology (Cameron. Lynne, 2002) since young learners can gain some benefits of using technology for learning English (Clements & Sarama, 2003). In a setting where English is learned as a foreign language, teaching Grammar to students is still important ((Rintaningrum, 2015). However, in order that students are attracted to involve actively during the process of learning, a combination of different methods of teaching is necessary (Larsen-Freeman & Anderson, 2011; Rintaningrum & Aldous, 2016).

In Indonesia, where study is conducted, English is learned starting from Primary schools. The government of Indonesia put a great attention on the development of English in Indonesia. English has been introduced in primary school in Indonesia since 1994 as a school subject. Although the nature of English in primary schools in Indonesia is not compulsory, most schools in Indonesia take some advantages by putting English as a subject to be learned. English is a compulsory subject to be learned at high school.

Moreover, the great demand of learning English in Indonesia can be seen from the establishment of many English courses run as programs separate from schools' management. The characteristic of these English courses are non-formal education that mostly belongs to private business. Many Indonesian children provide their time to learn English after schools hours by attending English course held outside of the school. This study takes a closer look on what children are saying about the English language. This study does not investigate why English is important, or why English is necessary to learn. This study simply investigates some reasons obtained from the voice of children on why children like learning English. From the children voice, it is expected that there are some new insights relating to teaching and learning English some, in order that some efforts can be improved, and some assistance can be provided in order to help children learn and develop the skills of English easily.

Research Question

A research question advanced is what factors that influence children like learning English?

METHOD

This study employs descriptive qualitative method in order to obtain information from the respondents. In this study, the data collection is conducted through interview. Face to face interview is chosen in order that rich information can be documented from the participants (Keats, 1997). Participants have opportunities to answer the questions based on what they know and they feel.

The participants of the study are children between 6 and 9 years old attending an English course program conducted after school hours. There are about 15 children participate in the study. The number of participants involved in the study is identified by the number of children attended the English course. The respondents in this study are identified as targeted participants. There are 7 girls, and 8 boys involved in the study. This study does not explain or compare about gender differences. At the end of the program, the participants are given a question concerning to why they like learning English. The participants have opportunities to provide a variety of answer based on what ideas they want to express. The results of interview are reported in the name of planets such as Saturn, Mars, and Neptune.

Since the participants are children, as an ethic in a research tradition, a researcher needs to have permission from their gatekeepers, parents of the children. A researcher needs to pass the parents' gate before a study is conducted (Alderson, 1995). Even at the introduction of the program parents are given information that children will be asked to give their reasons on why they like learning English. The researcher observes the class during the programs conducted, and sometimes teaching as well in order to establish relationship with children.

Interview with children is not conducted in serious ways, otherwise fun ways, in a happy situation. Researcher needs to be able to create circumstance that does not make children feel like they are being interviewed. It is conducted in a circumstance when children are encouraged to involve in an activity that enable researcher to pass some questions. There is a window that enables to open a dialogue.

FINDING AND DISCUSSION

Question 1) What factors that influence children like learning English?

From the data collected through the interviews, some factors that contribute to why children like learning English are when they have a good attitude towards learning English, and when they have family support as well as their own individual interest.

From the interviews with the fifteen children, there are 21 theoretical categories that contribute to why it is for a learner to learn the English language in situations where English is taught as a foreign language. The categories are based on the ideas given by the respondents from the results of the interviews that are transcribed. From the transcripts of the interviews, it is an investigator's responsibility to identify a key word in what the respondent says. Each appropriate key word emerges as a category in this study.

These 21 theoretical categories are reported and discussed together with comments that support why particular indicators are classified into a particular category. In this section, the indicators signify what the respondents say about the reasons why they like learning of English. The 21 categories are (a) new experience, (b) individual interest, (c) positive attitude, (d) emotional bonding, (e) students impression, (f) emotional bonding, (g) teachers personality, (h) acting like a character, (i) teachers support, (j) teachers sense of belonging, (k) teachers' passion, parental support, (l) classroom activities, (m) opportunity to speak in English, (n) playing quiz, (o) the cost of the program, (p) teachers support, (q) classroom facilities, (r) innovative classroom setting, (s) a variety of teaching methodology, and (t) learning English through technology.

Types of Classroom Activities

a) Entertainment

Nine out of fifteen respondents reported that they like learning English because of interesting classroom activities such as watching movies.

My teacher brings me to watch movie. I like it. I laugh together with my friends. I am very happy. I feel relax. (Neptune)

The result of interview shows that children like entertainment activities during the process of learning. It is a kind of ice-breaking within and between materials presented in the classroom. This implies that activities that entertain children need to be included in the curriculum since classroom activities are part of curriculum.

b) Multitasking Learning

Five respondents said that types of task teacher gives make students like learning English.

I like English because my teacher asks me to draw, colour, and describing what I am drawing in English. I give name to what I am drawing such as Dad, Mom, brother, sister, feet, head, nose, tiger, flower, yellow, red, black. I learn a lot. (Saturnus)

These statements indicate that multitasking learning that fits students' ability and age leads students to love English. Although the tasks seem to have complexity, it is actually a comprehensive task. Students are not only required to draw and colour, but at the end they have opportunities to write, to mention a name to what they are drawing that finally help them to speak some words in English.

c) New Experience

Nine out of fifteen respondents reported that they learn English by doing something. This makes them happy with some new experiences.

My teacher provides me with new experience in learning English in another way by cooking practices at the kitchen. I know some new words. I speak these words in English. My teacher brings me to cook. It is new experience for me.

The results of the interview show that children need to be given opportunities to learn English in a different way. This implies that curriculum needs to be written properly in order that a variety of activities are spelled out explicitly.

d) Opportunity to Speak in English

Eight out of fifteen respondents reported that they like English because they have opportunities to speak in English.

In cooking room my teacher teaches me how to say it in English, after that I have to speak in English by myself. I am very happy because I can speak in English. (Pluto)

These statements indicate that the learners of English need to be provided opportunities in order that they have chances to talk to or to speak a foreign language they are learning. These

opportunities can be obtained by setting up activities that enable the learner to have a talk in English. It is part of curriculum.

e) Individual Interest

Ten out of fifteen respondents said they like English because they have an interest in English.

I like learning English because I can go to America, Australia, England, and Canada. (Mars)

This statement shows that personal interest encourages children to learn English.

f) Positive Attitude

Ten out of fifteen respondents show that they like learning English for getting new knowledge and information.

I like learning English because I want to have new knowledge and information by reading some books in English. (Uranus)

The statement shows that children having positive attitude towards English are motivated to learn English.

g) Emotional Bonding

Fifteen out of fifteen respondents show that student teacher close relationship encourages children to learn English.

I love my teacher. My teacher is good. My teacher loves me as well. (Earth)

The statement shows that emotional bonding between teacher and students is one of ingredients why students like learning English.

h) Playing Quiz

Eleven out of fifteen respondents said that they like learning English by guessing, and playing interactive quiz.

My teacher gives me some quizzes. My teacher asks me to guess something for example fruits, occupation, animal, name of flower and so on. I like it because I have to listen carefully in order to answer correctly. I am very happy playing quiz. (Venus)

These statements show that interactive classroom activities such as playing quizzes lead students to learn English.

i) Teacher's Personality

Nine out of fifteen respondents reported that one of reasons why they like learning English is because of teacher factor.

My teacher is good. My teacher is patient. My teacher teaches me many things.(Neptune)

This statement indicates that teacher's personality contributes to a reason on why children like learning English

j) Acting like a Character

Five respondents said that they like learning English because their teacher is able to attract them to learn.

My teacher is funny. My teacher makes me laugh. My teacher likes wearing a character attribute such as a character hat from China, Moscow, and funny glasses as well. Sometimes I borrow my teacher's belonging. (Mercury)

These statements indicate that a teacher needs to involve actively in children's world.

k) Teacher's Passion

Nine out of fifteen respondents reported that teacher's passion helps children learn English.

I like learning English because my teacher teaches me English. (Mercury)

These statements show that teacher's willingness to teach children English contribute to the willingness of the learners to learn English.

l) The Cost

Six out of fifteen respondents reported that the cost of a course is one factor that is taken into account on why they take an English course.

I like learning English. I take an English course. The cost is cheap. Some of my friends got free. They do not to pay. (Sun)

These statements show that some scholarships, some discounts, or cheap price need to be provided in order that some children have opportunities to learn foreign languages.

m) Teachers' Support

Four out of fifteen students reported that teacher's ability to help students is one factor that influences children like learning English.

My teacher is helpful. My teacher provides time to help students. When I got any difficulties, I often ask for help from my teacher, and my teacher helps me. (Saturn)

These statements indicate that one of students' happiness is when teachers help them to learn English. Teachers' support is one of factors that influence students like learning English.

n) Teacher's Sense of Belonging

Fifteen out of fifteen respondents reported that their teacher has sense of belonging to the class.

My teacher loves me. I feel close to my teacher. My teacher pays attention to the class. My teacher learns together with me. My teacher plays together with me. (Venus)

These statements indicate that the involvement of teacher in the process of learning helps students to learn English.

o) Teachers' Additional Support

Fifteen out of fifteen respondents said that they like learning English since they have food, snack, and drinks everyday.

My teacher provides me food, snack, drinks every day. (Neptune)

The statement indicates that there are some considerations in planning the course including the cost of the programs, or another resource from some sponsorships in order to provide additional support for children.

p) Parental Support

Thirteen out of fifteen students reported that they like learning English because their parents allow them to take a course.

My parents allow me to take a course. My parents pay my course. My parents drop me to a course and pick me up from a course.

These statements indicate that parental support contributes to a reason why children like learning English.

q) Students' Impression

One out of fifteen respondents said that the student likes English because of students' feeling to their teacher.

My teacher makes me miss her. I come to the class every day. (Sun)

The statement indicates that students' impression to their teacher is also a reason why children like learning English. This also implies that in reality not only teachers who have a right to do some assessment, but students also have a right to assess their teacher.

r) Classroom Facilities

Seven out of fifteen respondents reported that they like learning English since the classroom is equipped with good facilities.

I like learning English because the facilities are good. I can learn English from a video and internet. There is also computer in the class. I feel comfortable because the class is cold, not hot. I dance, I jump, I play quiz, I watch some videos. (Mars)

These statements show that classroom facilities are one of determinant why children like learning English.

s) Innovative Classroom Setting

Ten out of fifteen respondents reported that physical classroom situation is able to attract students to learn English.

I like learning English because the classroom is good. The wall is painted describing some English speaking countries. I feel that I am studying English in America, Australia, or England. I hope that I can visit these countries. (Saturn)

These statements indicate that classroom setting is another factor that influence students like learning English. Classroom that is set up innovatively for learning language purposes help students to learn English properly.

t) A variety of Teaching Methodology

Eleven out of fifteen respondents said that the ways how teachers teach students make them like learning English.

My teacher teaches me many things. I learn numbers, animals, name of toys, occupation, name of buildings, and other new words. I speak in English, hands up for teacher. I repeat what my teacher is spoken. I dance, I jump, and I play games with my friends. I write in English, I draw what I like, colour it, and give a name. I also make celebration card for my family. I also watch some videos. I am very happy how my teacher teachers me. (Earth)

These statements indicate that teachers need to provide a variety of teaching methodology in order that classroom situation is alive. Moreover, teachers need to keep improving and developing their knowledge about teaching methodology and material development.

u) Learning English through Technology

Fifteen out of fifteen respondents reported that they like learning English because they can learn English through technology.

I learn English through computer in the classroom. My teacher shows me some funny and interesting videos through the internet. I laugh and I perform like people who are performing in the videos. I am singing some songs. I am happy. (Pluto)

These statements indicate that learning English through technology is another technique of learning a foreign language.

CONCLUSIONS

Children or young learners have different point of views on why they like learning English. The children's perspectives obtained from their experience in learning English are different from previous study conducted with adults. While adults' perspective on why they learn English due to academic reasons, economic reasons, traveling reasons, business reasons, as well as politic reasons, children or young learners like learning English due to student level factors such as **new experience, individual interest, positive attitude, emotional bonding, students impression**, teacher level factors such as **emotional bonding, teachers personality, acting like a character, teachers support, teachers sense of belonging, teachers, passion**, parent level factors such as **parental support**, and curriculum factors in terms of types of **classroom activities, opportunity to speak in English, playing quiz, the cost, teachers support, classroom facilities, innovative classroom setting, a variety of teaching methodology, and learning English through technology as well as teachers additional support**.

The results of the study indicate that some factors contribute to why children like learning English. The factors are complex meaning that there is no single factor that is able to explain whether or not children like learning English.

Moreover, since children in this era are living surrounded by technology, it is much more beneficial if they experience learning English through technological tools. This implies that facilities as media of learning need to be improved, teachers need to be technological literacy. Teachers need to follow the demand of the era meaning that teachers need to be up to date. Teachers need to be given some training and some professional development programs in order that they are up to date.

The results of study also show that curriculum plays an important role in order that the process of learning run smoothly and fits the students need. This implies that lesson plan must be designed carefully by considering the characteristics of the existing context. Moreover, considering the characteristics of children that are lack of focus, there is flexibility for teachers to adjust the plan suitable with the students' need, for example by combining a variety of method of teaching. Moreover, the results of study help curriculum planner, and teachers to design the further and better curriculum.

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LINGUISTICS & CULTURE

THE LANGUAGE OF SPACE; A STUDY ON SPATIAL CONCEPTS IN SOLOR – LAMAHOLOT

Yosep B Kroon

Teacher Training and Education Faculty, Nusa Cendana University
(yosepkroon@gmail.com)

ABSTRACT

Spatial concepts are believed to be significantly influential to the linguistic cognitive system of language speakers. Levinson (2003), for example, maintained that space is a central cognitive domain and that human thinking is deeply spatial, and therefore gestures, figures and diagrams, geometry, and maps in our thinking all attest to this fundamental role that spatial thinking plays in our cognition. Solor dialect of Lamaholot language (SL, hereafter) is a highly spatial language. Its speakers must always refer to spatial concepts when introducing the location or 'direction of an object. Yet, despite this cognitive significance, spatial concept in SL has never been studied. This study tries to reveal this concept. It will demonstrate that spatial deictic expressions in SL play key roles in the cognitive system of the spatial perception of the SL speakers. Two types of spatial expressions will be thoroughly described; they include directional expressions, which centre at the speaker's position and project out to different directions by utilizing geographical landmarks; and locative expressions, which pinpoint the exact position of a 'Figure' in relation to a 'Ground'. This study will also reveal that these spatial expressions are highly significant not only linguistically, but also culturally in SL speaker community.

Keywords: *Language of Space, Spatial Concept, Cognitive System*

INTRODUCTION

Spatial concepts have been an interesting domain of cognitive linguistics. Studies on this area may date back to Kant's (1768), and most of these studies believe that space is a fundamental intuition which forms the basic conceptual structure of human spatial cognition. This leads to the idea that there could be natural universals of spatial thinking that are reflected in universal conceptualizations in spatial language. This universality is believed to be partly reflected in the Determinism and Relativism of Sapir - Whorf hypothesis. Some studies, such as Levinson (1996), have even tried to examine the question whether or not the theory of linguistic determinism of Sapir - Whorf hypothesis works across the world's language by examining spatial conceptualization in spatial languages.

Language spatial concepts are worthwhile to study for several reasons (Levinson & Wilkins 2006). First, it may help to reveal the underlying conceptual structure in human spatial thinking, as it is believed that universals of spatial thinking may be seen in the way language speakers express space in their language. Second, and contrastively, the very variability of language guarantees an interesting insight into the possible cultural variability of spatial thinking. And third, there can be a close correlation between spatial language and spatial thinking. Where there are linguistic universals, the correlation is thought to be driven by cognitive universals, but where there are cultural divergences, language may not so much reflect this underlying cognition.

Solor dialect of Lamaholot language (SL, hereafter) is highly spatial. The speakers of this language embrace spatial concepts that make use of local terrain and one's egocentric view to express space. They must always refer their space to this spatial conception when introducing the location or direction of an object. Yet, despite this cognitive significance, spatial concept

in SL has never been studied. This study tries to reveal this concept by describing the spatial expressions used by the speakers of the dialect and the cognitive concepts the speakers utilize when expressing space.

Lamaholot language (ISO code slp, (Lewis et al. 2014)) is an eastern Indonesia language spoken by approximately 150,000 – 200,000 people (Klamer 2012) on the easternmost part of Flores and some nearby small islands known as the Solor archipelago (see Figure 1). The term *Lamaholot* consists of two words; *lama* means ‘place’ or ‘region’. The other word, *holot*, is most likely originated from ‘solot’ found in the ancient Javanese text Nagara-Kertagama, Canto 14, verse 5 (Pigeaud 1960: 16 - 17). It is believed to refer to Solor islands, one of the places in eastern Indonesia supposedly under the suzerainty of the Javanese empire of Majapahit (Hägerdal 2012: 21).

Figure 1. Position of Lamaholot language with respect to the national geography of Indonesia

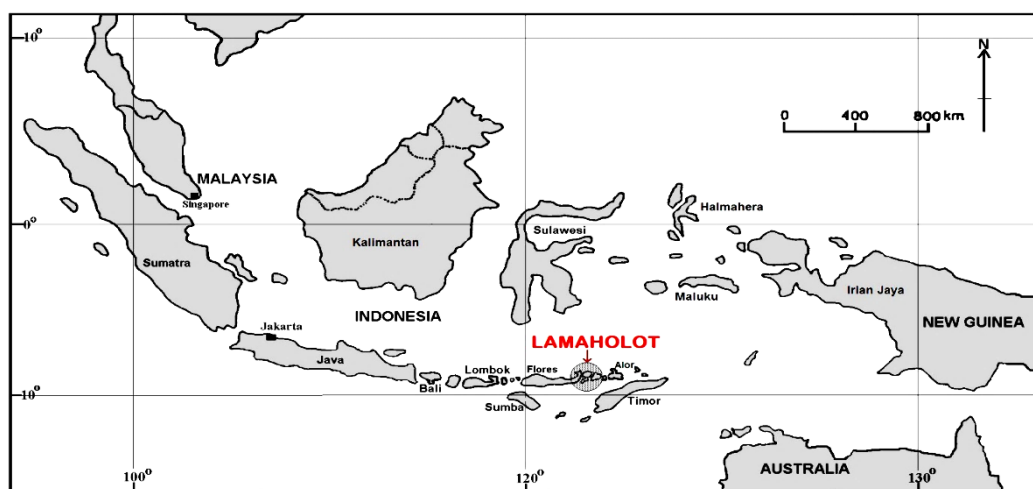
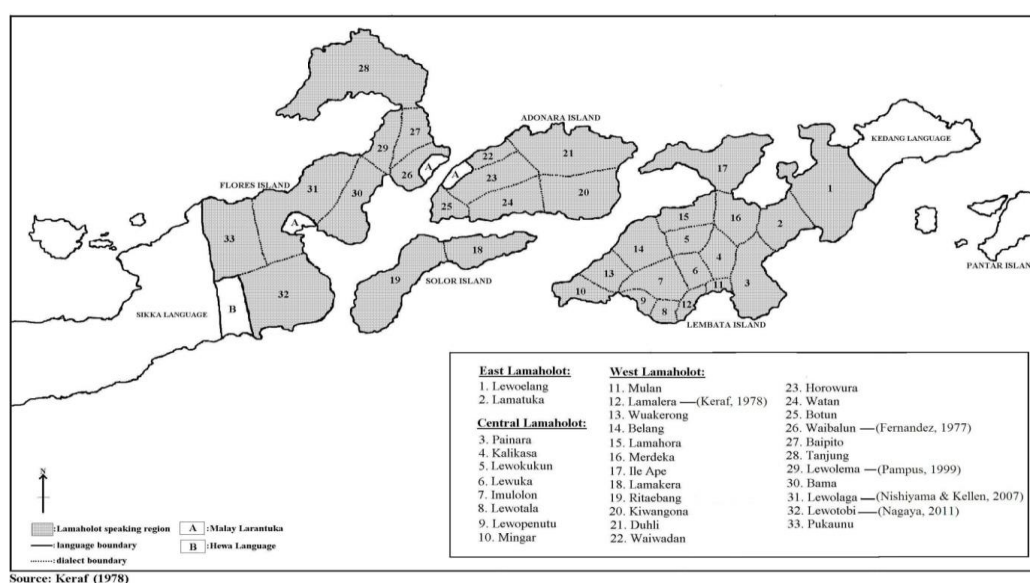
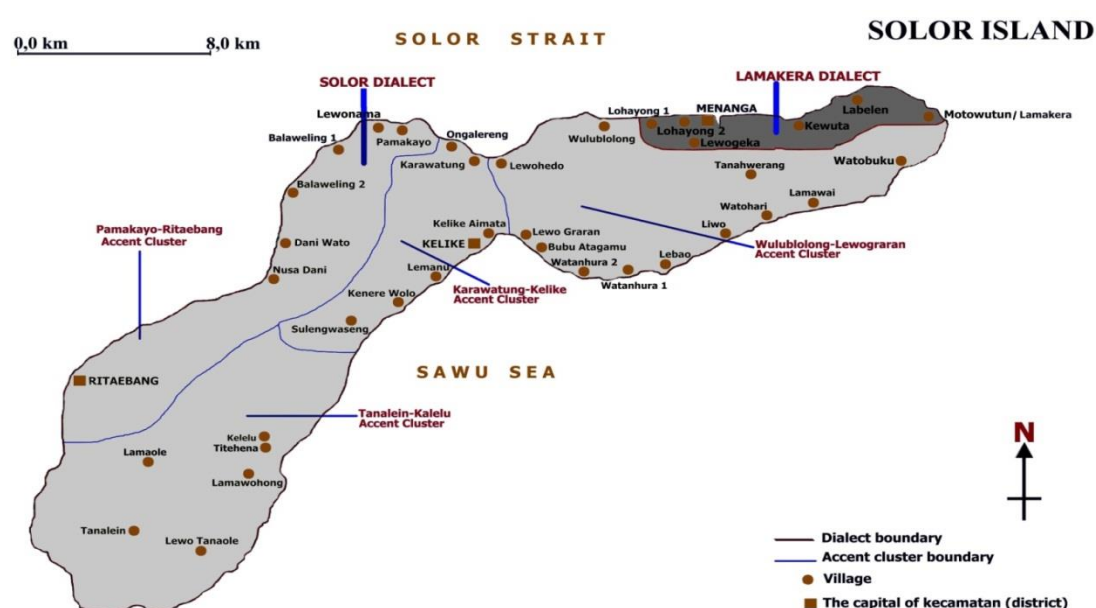


Figure 2. Dialect Divisions of the Lamaholot



The Lamaholot language is better regarded as a chain of dialects. It has 33 dialects (Keraf 1978) as presented in Figure 2. The dialect which the current study focuses on is referred to here as Solor dialect. It is spoken on the entire Solor Island (Figure 3), and was introduced in Keraf (1978) as the Ritaebang dialect. ‘Ritaebang’ is the name of the capital village of the West Solor district, and to avoid misunderstanding regarding the actual speaking area of the dialect being studied, the term Ritaebang is not used to refer to this dialect, but the term ‘Solor’ is used instead.

Figure 3. Solor Dialect speaking area and its accent clusters



THE SPATIAL CONCEPTS

Spatial concepts define the relationship between us and things or objects, and the relationships between objects to other objects. Spatial concepts such as *in front of*, *behind*, *in*, *at*, *on*, *top*, *bottom*, and *under* help us understand directions more precisely and pinpoint the location or position of an object. It is therefore easy to assume that spatial concept forms a robust, universal core of human cognition. Yet, naive human spatial language turns out to vary significantly across languages, in the way it is semantically structured and in the way in it is coded.

Languages tend to organize spatial concepts by following the idea that location is considered as the place of one thing relative to another. We identify the presence or location of one object with reference to another object. With the spatial context such as *the book is on the table*, we identify the location of an object called ‘book’ by referring to another object called ‘table’. Adopting Talmy’s (1983) idea, we will call the object to be located such as the book above the ‘Figure’ (F, hereafter), and the object with respect to which the location is specified such as the table above ‘the Ground’ (G, hereafter). The logic relationship that the two objects have in order to express a natural and acceptable spatial idea depends on several factors, among others are whether it is moveable or permanent, the comparative size of the two objects, the comparative dimension of the two objects, and the orientation of the objects (Frawley 1992; Talmy 1983).

According to Frawley (1992), spatial language may be seen in term of location and deixis. Location refers to the relative spatial fixedness of objects. It can be topological, that is the spatial position which is independent of a viewer; and projective; that is the spatial position which is dependent on a viewer. Deixis is the way that language allows its speakers to refer to the relation between an entity or event and properties of the context in which it is spoken. For example, the relation between an entity or event and the speaker and the hearer results in personal deixis; the relation between an entity or event and the time results in temporal deixis; and the relation between an entity or event and place of utterance result in spatial deixis.

Spatial concepts in SL are expressed in two types of expressions (Kroon 2016). The first type expresses directions; thus, it is called directional expressions. The directional concept centers at a speaker's position and projects out to different directions by utilizing the combination of geographical landmarks, such as sea versus land, beach versus mountain, lowland versus highland with the points of compass east versus west. These points of reference are utilized for horizontal axis spatial concepts. As for the vertical axis, SL uses oppositions of the geographical terrain such as the sky versus the ground, river versus mountain top, valley versus plateau. Blust (1997) refers to such this spatial concept 'macro-orientation'. With this system of orientation, SL is said to have an absolute spatial system, where the orientation is not associated with egocentric systems, but rather with non-egocentric ones (Levinson 2003), including geographical landmarks.

The second type expresses location, and is referred to here as locative expressions. The members of this type include locative nominals which use the terms that indicate the inherent parts of an object such as front and back, inside and outside, top (upper part) and bottom (lower part) to express a spatial language. Blust (1997) refers to this spatial concept 'micro-orientation'.

Spatial expressions in SL are listed in Table 1 below. These expressions serve as a minor word-class, yet they play key roles in the cognitive system of the spatial perception of the language speakers. Spatial language expressing direction with sea and land as a referent point have been reported typical to Austronesian languages. Adelaar (1997), for example, points out that Austronesian ancestors, which are believed to be great seafarers (Barnes 1996), had made use of the inland and the sea as their fundamental axis of orientations. This is evident from the existence of the proto Austronesian expressions such as *daya* 'towards the interior' and *lahud* 'towards the sea' (Blust & Trussel 2010), which now have reflexes in a considerable number of daughter languages. Some languages of western Indonesia, such as Madura, Bali, Sasak and Malay, have developed this ancient orientation into a system following the cardinal system with fixed orientations, including north, east, south and west (Adelaar 1997). In Lamaholot, this proto orientation is still maintained as seen in the seaward - landward orientation (*lau - raé*), and is developed into absolute directions as seen in the expressions referring to the east called *timu* 'east' and to the west called *wara* 'west'. The words *timu* and *wara* are likely borrowed from Malay, 'timur' and 'barat'.

Table 1. SL Directional Expressions

Type	Expression	Gloss	Orientation
Directional	raé	DIR.LAND	landward/mountainward
	lau	DIR.SEA	Seaward
	tėti	DIR.EAST	Eastward
		DIR.UP	Upward
	lali	DIR.WEST	Westward
		DIR.DOWN	Downward
Locational	wéli	DIR.NEAR	direction other than seaward/landward within view
	pia/depi/kedepia	PROX.SPEAKER	proximal to the speaker
	pé/depé/kedepé	PROX.ADRESSEE	distal to speaker; proximal to the addressee
	ia	PREP	neutral locational meaning

DIRECTIONAL EXPRESSIONS

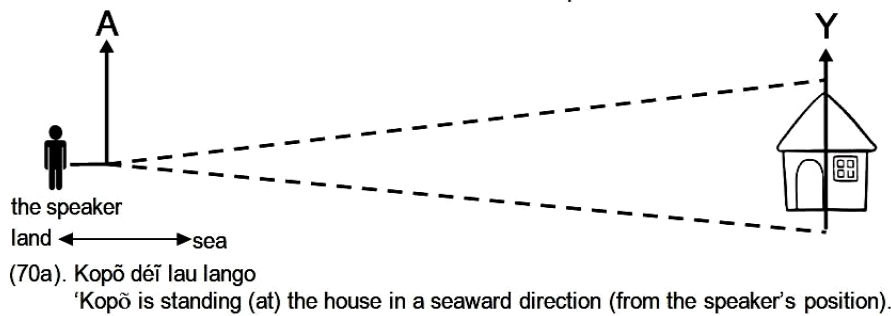
Directional expressions in SL are indeed worth discussing, not only because they play a crucial role in the morphosyntax discussions, where the use of these expressions is intimately related to the choice of directional verbs, but also because they are important for the understanding of the encyclopaedic knowledge of Lamaholot speaking people interwoven in their culture and language. Such knowledge, according to Levinson and Wilkins (2006: 1), promises ‘an interesting insight into the possible cultural variability of spatial thinking’.

The SL directional expressions are utilized to indicate the semantic roles which are expressed by means of adpositions in other languages. These expressions compulsorily occur with a common noun comparable to an object of adposition in most languages, or to the ‘Ground’ object of Talmy’s (1983) idea. The spatial context this combination expresses is rather unspecified. Consider the following example.

- (1). Kopõ déĩ lau lango.
 Kopõ stand DIR.SEA house.
 Kopõ is standing (at) the house in the seaward direction.

As we can see from the example, the use of a directional expression can only indicate a general spatial context in terms of direction. It fails to pinpoint the exact position of a Figure with respect to a Ground. Example (1) fails to inform us whether the Figure, Kopõ, is standing ‘inside’, ‘at’, ‘behind’, etc. of the Ground, the house, but rather it only tells us the direction where the Ground may be located. Referring to example (1), a schematic projection of this spatial concept from a speaker point of view can be presented into a model shown in Figure 4 below.

Figure 4. Schematic orientation of directional expressions in SL



As can be seen from this model, from point A, as the centre where the speaker is located, the space is projected out in a seaward direction toward the house without specifying the spatial relation between Y (the Ground) and *Kopō* (the Figure). Up to this point, the orientation of a Figure in relation to a Ground is unspecified, even though it has provided enough information about the existence of the object being described by telling the direction under the aid of terrain information.

To specify the exact position of a Figure in relation to a Ground, SL utilizes a locative expression. This expression is, however, optional, but if there one present, it must occur along with a directional expression. Hence, example (3) below is unacceptable because it does not contain a directional expression. This instance fails to indicate the direction where the location of the Figure and the Ground may be found.

(2). *Kopō déĩ lau lango one'ẽ.*
Kopō stand DIR.SEA house inside.
Kopō is standing inside the house, in the seaward direction.

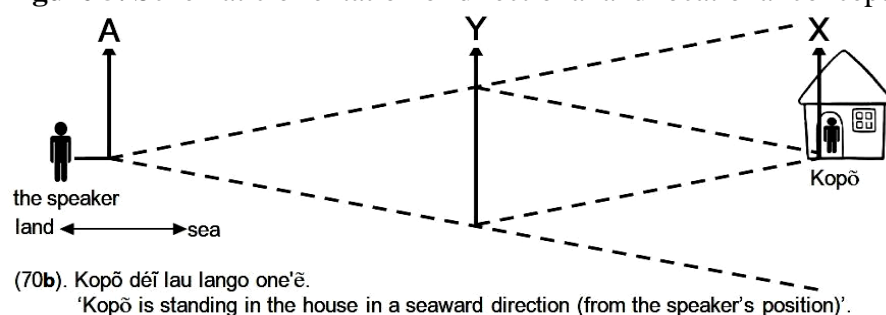
(3). **Kopō déĩ lango one'ẽ.*
Kopō stand house inside

The extension of the spatial context by adding a locative expression helps to express detailed spatial information about the Figure being described. This may be represented in Figure 5 below. This figure is extended from Figure 4 with an additional spatial projection to indicate a specified part of the Ground. From Y, the spatial projection narrows down to a particular end point of space in X (Ground), and this specification is expressed by a locative expression.

As we can understand from Figure 4, the spatial information it provides is enough for a general description of an approximate location. It informs us that 'Kopō is standing at the vicinity of the house without specifying which part of the house. Yet, this is not specific enough to exactly pinpoint the location of *Kopō* (Figure) with respect to the house (Ground). The use of a locative expression such as *one'ẽ* in (2), illustrated in Figure 5, helps to specify the specific part of the house (Ground) where *Kopō* (the Figure) can exactly be pinpointed by

narrowing the directional projection to a specific part of the house. The locative expressions *one'ē* 'inside' does this task; and therefore, the locative information becomes specific: 'Kopō is standing inside the house'.

Figure 5. Schematic orientation of directional and locational concepts in SL



We may also understand from Figure 5 that spatial conceptualization in SL goes through two phases; namely directional identification, and then locative specification. When telling spatial idea, every SL speaker must first inform to an interlocutor what direction the object being talked about is found, and then pinpoints the location of the object being discussed (Figure) with respect to Ground. When this concept is compared to that of English, for example, these two phases of SL are simply encoded simultaneously with a preposition in English. In other words, English can be said to have only a phase of a spatial conceptualization that is projected straitly from point A to point X indicating the location of a Figure relative to a Ground. English thus lacks the first phase of SL which informs the direction as is indicated with a spatial projection from A to Y in Figure 5.

Interestingly, directional expressions in SL are intimately related to the conceptual choice of a motion verb. For example, the notion of 'come' in English is expressed with some different verbs in SL depending on what direction the action of coming originates. When one is coming from a mountainward direction, *lua* 'come (from a mountainward direction)' is used, but when one is coming from a seaward direction, *dai* 'come (from a seaward direction)' is used. The same also applies when one is coming from either eastward or westward direction. When it is from eastward direction, SL uses *hau* 'come (from an eastward direction)', and from the westward direction, *haka* 'come (from a westward direction)' is used. Table 2 below lists related directional expressions and directional motion verbs. The only neutral motion verb which can be used for all directional expressions is the verbal bound root *+ai* 'go'.

Table 2. List Of Related Directional Expressions And Directional Verbs

Direction	Directional Expression	Directional Verb
Landward	<i>ra'é</i>	<i>hau</i> 'come toward a deictic center in a seaward direction from a landward direction'
Seaward	<i>Lau</i>	<i>dai</i> 'come toward a deictic center in a landward direction from a seaward direction'
Eastward	<i>téti</i>	<i>hau</i> 'come toward a deictic center in a westward direction from an eastward direction'
Westward	<i>lali</i>	<i>haka</i> 'come toward a deictic centre in an eastward direction from a westward direction'
Upward	<i>téti</i>	<i>lodo</i> 'come toward a deictic center in a lower position from a higher one in a vertical axis'
Downward	<i>lali</i>	<i>hau</i> 'come toward a deictic centre in a lower position from a higher one in a slanting axis'
		<i>lua</i> 'descend, climb down'
		<i>géré</i> 'come toward a deictic center at a higher point from a lower point in a vertical axis'
		<i>haka</i> 'come toward a deictic center at a higher point from a lower place in a slanting axis'
		<i>dopa</i> 'ascend, climb up'
Vicinity	<i>wéli</i>	<i>pai</i> 'come toward a deictic centre from a proximal point other than sea/landward direction'

Examples using the 'coming' verb with various directions of origin are presented in (4) – (7) below, and detailed explanation about respective directional expressions in SL are presented in the subsections that follow.

(4). Ra'é lua lenge mo'é
3PL come (from a mountainward direction) see 2SG
They come to see you.

(5). Mo'é dai kia
2SG come (from a seaward direction) PRT.
Come here, will you?

(6). Kré'é ra'é téti Menanga hau
Children 3PL eastward Menanga come (from an eastward direction)
The children came from Menanga.

(7). Kamé behĩ watã haka, ai ikã la
1PL(exc) just beach come (from a seaward direction) catch fish not
We just arrived from the beach, we did not catch any fish.

1) Directional expressions for sea – mountain axis: lau and ra'é

The Lamaholot speaking area occupies three small islands (Solor, Adonara, Lembata) and the bird-head-like part of eastern Flores (Figure 2). These islands are no more than 22 km in diameter, so the people living there can easily view the coast lines. Most mountains are small and better considered as big hills, and on each island there are only one or two mountains reaching over 1500 meters above the sea level. Within this geographical terrain, Lamaholot

people always have access to a view of the sea and the mountain, the features which have likely influenced their perception of spatial recognition. Examples using ‘*lau*’ and ‘*raé*’ are given in below.

(8). Bapa *lau* wata.
 Father DIR.SEA beach.
 Father is on the beach.

(9). Ra'é raé mã.
 3PL DIR.LAND field.
 They are in the field.

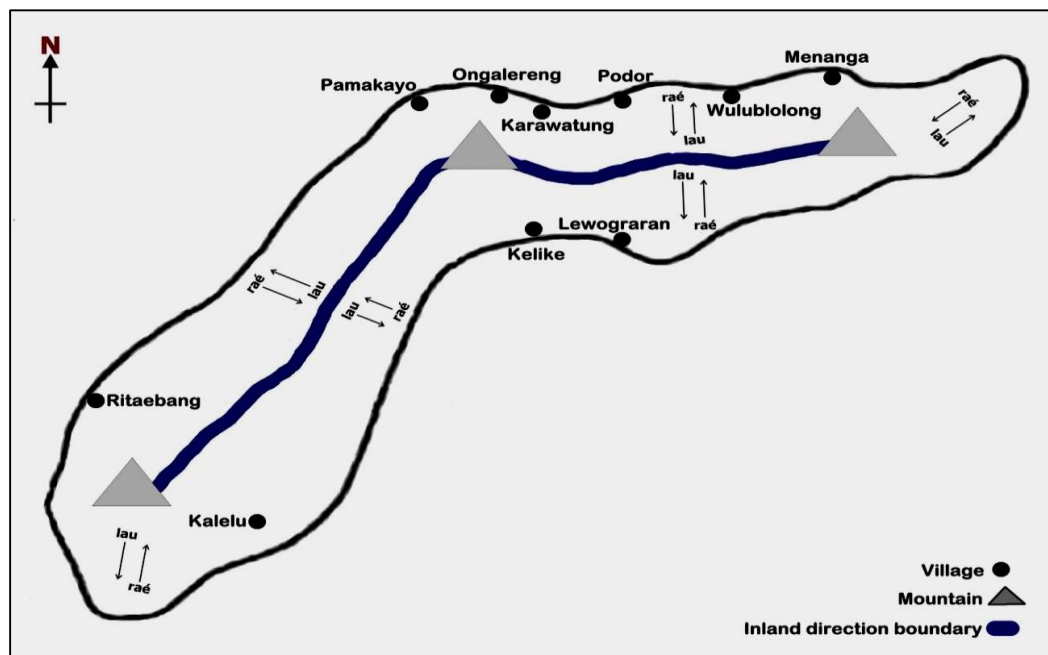
Figure 6. Lamaholot Speaking Area And Surrounding Islands



Map source: http://www.indonesia-tourism.com/east-nusa-tenggara/ntt_map.html

Interestingly, although this orientation system is considered absolute, the direction to which this axis is pointing differs from village to village depending on which coastal side of the island the village is situated. For example, by referring to Figure 7 below, for villages located on the north coast of the island, *lau* points to the north and *raé* to the south, but for villages on the opposite coastal side, *lau* points to the south and *raé* to the north. This different orientation also occurs in the eastern coastal and the western coastal villages, as is indicated in Figure 7.

Figure 7. Different Directions Of ‘Lau’ And ‘Raé’ In SL Speaking Community



Beyond the straits surrounding the island, SL speakers have the same view in recognizing the direction. For example, by referring to the map in Figure 6, Lantuka is commonly viewed as *lau*, although for villages located on the south coast of the island, the place is considered *raé*. Kupang is unanimously agreed to be *lau*, although for villages situated on the north coast of the island, it is regarded *raé*. The choice to refer to the places across the strait as being *lau* is based on the fact that SL speakers position themselves as being on the coastal side facing the place being referred to. And therefore, although they are in fact on the opposite coastal side, they always use *lau* to refer to the place on the other side of the strait based on the imaginary location of their presence.

The seaward – landward orientation also has cultural significance. This is reflected in the traditional beliefs, such as in the way they lay down a corpse, where the legs must point toward the sea and the head to the mountain. The same orientation must also be considered during the preparation of the grave, which must be parallel to the sea - mountain axis, so that when the body is laid down into the grave, it follows the same orientation. On the contrary, a house roof must not be built in a parallel way to the sea – mountain axis, but rather in the opposite orientation. This is because the sea – mountain axis is associated with the death, and living persons are prohibited to expose themselves in the same way, otherwise they will experience bad luck.

2) Directional Expressions for East–West / Sky–Ground: *téti* and *lali*

The pair *téti* ‘eastward’ or ‘upward’ and *lali* ‘westward’ or ‘downward’ is used for two different orientations. Firstly, within a relative distance, approximately beyond two km in range, these two expressions are used to refer to the east and west respectively. Secondly, these two words are also used to refer to places located higher or lower than that where the speaker is. This includes vertical positions, such as the sky and the ground, top of a tree and the ground under the tree, the sea surface and the sea bottom; and slanting positions, such as the top of a hill and valley or the bottom of the hill.

With reference to the map in Figure 7, speakers in Karawatung, for example, recognize villages located to the east as being *téti*, and those situated to the west as being *lali*. This orientation, however, is different from village to village within the island. Hence, for speakers in Karawatung, Ongalereng is viewed as being *lali*, but for those in Pamakayo, it is recognized as being *téti*. The same orientation also applies to places located beyond the strait surrounding the island. By referring to the map in Figure 6, Lembata and Alor, for example, are *téti* whereas Maumere and Ende are *lali*.

By referring to the map in Figure 7, an example using *téti* and *lali* indicating east and west directions is given in (10).

(10). A speaker in Karawatung said:

Ra'é géré motor téti Podor nê r=ai lali Ritaebang
 3PL embark boat DIR.EAST Podor and 3PL=go DIR.WEST Ritaebang.
 They are boarding the boat in Podor and depart for Ritaebang.

In a vertical position referring to the sky and the ground, the use of *téti* and *lali* is obvious, as shown in the following example.

(11). Kolô wéka téi='i téti kayo wut(u)=ũ
 Bird cockatoo stay=3SG DIR.UP tree top=3SG

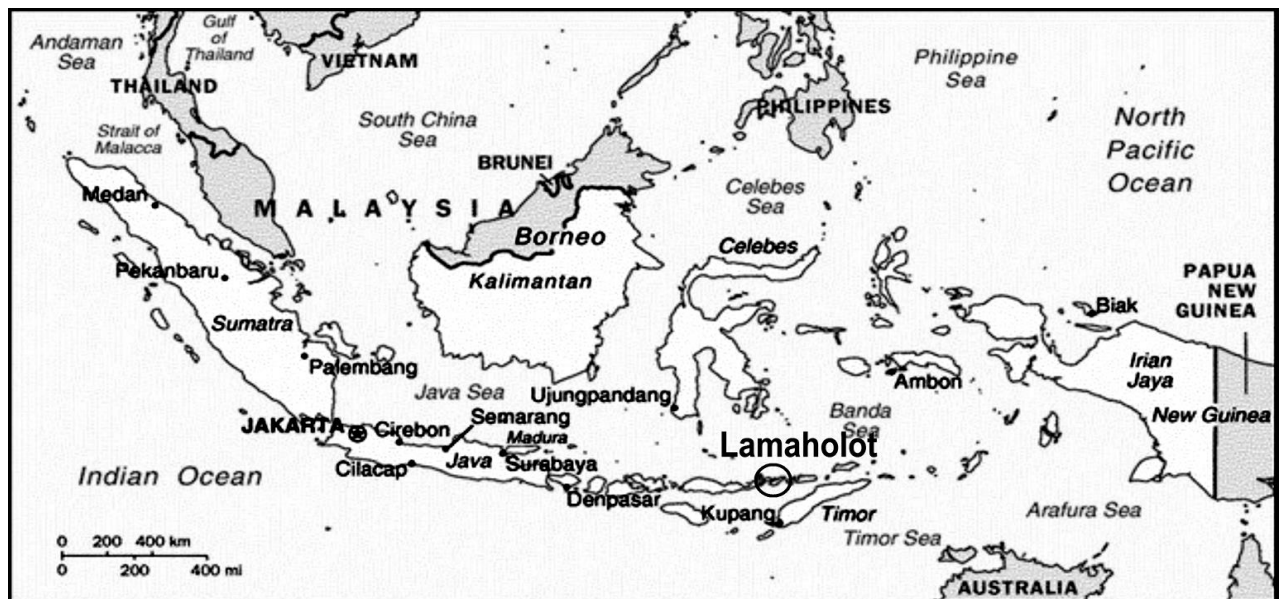
nê kolo hike téi='i lali tana lolô.
 and bird quail stay=3SG DIR.DOWN soil surface.

A cockatoo stays in the tree, and a quail stays on the ground.

However, the slanting orientation which may be expressed with *téti* and *lali* sometimes overlaps with *lau* and *raé* because landward - mountainward also characterizes a slanting condition. The distinction is rather subtle, but an overall observation shows that the degree of the sloping contributes to the choice as being *téti* or *raé* versus *lali* or *lau*. It is my estimation that *raé* is used with a slanting degree up to 20°, but above this, *téti* is used. The same condition also holds for *lau* and *lali*. Yet, I often come across a few expressions in SL which rule out this assumption, such as *raé ilé* (DIR.LAND mountain) and *téti ilé* (DIR.UP mountain), or *lau watã* (DIR.SEA beach) and *lali watã* (DIR.DOWN beach).

In the remote distance beyond the straits and sea surrounding the island, the use of *téti* 'eastward' and *lali* 'westward' seems to be dependent on individual geographical knowledge. As described earlier, for islands close to Lamaholot speaking area, all SL speakers identify them uniformly. However, beyond these islands, the interpretation becomes varied from one speaker to the other.

Figure 8. Lamaholot Speaking Area Relative To National And Wider Area



Map source: <http://geography.about.com/library/cia/blcindonesia.htm>

Based on my elicitation carried out in Karawatung, there were two basic groups who have different opinions. First, those who have knowledge on the world or national geography, and second, those who are just the opposite. The first group includes those who are notably educated, and therefore can project '*téti* and *lali* within the wider scope correctly. With reference to the map in Figure 8, for example, they refer to islands, such as Ambon and Irian Jaya (now Papua) as being *téti*, and Bali, Java, Sumatra and Kalimantan as being *lali*. But, for the second group, who are unfortunately less educated, even illiterate, they refer uniformly to all these islands, either those located to the east or to the west, as being *lali*.

Interestingly, places beyond this national geography are uniformly referred to with *lali*. For example, when I told some of my language consultants about Australia, they knowingly responded by referring to the place as being *lali*. America is also referred to with *lali*. When I elicited other famous places such as Singapore and Hong Kong, they responded with the same direction as being *lali*. These apply to all consultants with whom I elicited this data, regardless of their educational background. When asked why all these places are referred to with *lali*, nearly all the consultants simply argued that these places are extremely far away from Lamahalot speaking area. The answer to this spatial cognitive puzzle is implicitly understood from the verse of the traditional ritual language cited below. It is understood from this verse that Lamaholot speakers consider their land as being close to the horizon where the sun rises, and therefore think their land as being in the east.

(12). Lamaholot tana timu, tana di kepayā dike;
Lamaholot land east, land also mention safe
Lamaholot is the eastern land, a land when one mentions it, he/she feels secure

Holot nuha lera géré, nuha di kepahé saré
Holot island sun rise, island also utter kind

Holot is the island of sun rise, the island when one utters it, he/she feels prosper.

This parallelism clearly says that Lamaholot speakers consider their land as being in the east, and regard other places which they are unfamiliar with as being in the west, and therefore, they refer to these unknown places as being *lali*.

3) The directional expression *wéli*

The directional expression *wéli* is used to express proximal directions which cannot be expressed with *lau* and *raé*. This expression is used to indicate the directions opposite to seaward – mountainward axis. The directional range to which this expression may apply ranges from within a few meters, such as within house as shown in (13) below.

(13). Ta'o wata wi wéli meja lolō
Put rice this there table LOC.on
Put the rice on the table.

This expression can also be used to indicate direction within neighborhood and as far as a few kms. For example, by referring to the map in Figure 7, speakers in Karawutung village use *wéli* to refer to villages located on the south coast, such as Kelike and Lewogaran, which are approximately five km from Karawutung. Conversely, speakers in Kelike and Lewogaran also utilize the same directional expression *wéli* to refer to the villages on the north coast, such as Karawutung and Podor. Some examples using this directional expression in a wider range are given below

(14). A speaker in Karawutung said:

Kamé m=ai wéli Kelike m=ai.
1PL(exc) 1PL(exc)=go DIR.NEAR Kelike 1PL(exc)=mai
We went to Kelike.

(15). Two neighbors in Karawutung, whose houses are located parallel to the costal line conversed:

Neighbor 1: Néku go'é hulē Bala gawé pi wéli.
Just.now 1SG see Bala pass here DIR.NEAR.
I just saw Balla passing here to there (to listener's house).

Na'é séka wéli lango='ō go?
3SG drop DIR.NEAR house=2SGPOSS PRT?
Did he drop at your house?

Neighbor 2: He'ě, na'é wéli lango.
Yes, 3SG DIR.NEAR house.
Yes, he is there (at my house).

LOCATIVE EXPRESSIONS

Locative expressions in SL are often referred to as locative nouns or locative nominals (see e.g. Nagaya (2011)). These expressions play considerably crucial roles in SL morphosyntactic systems. In addition to conveying concepts which in other languages such as English are expressed by prepositions they can also specify the projection of the directional and spatial system in SL. Without these expressions, the context of a spatial concept in SL remains unspecified.

These expressions are in fact nominals, and therefore they are also called locative nominals. Although they denote a meaning that is similar to a preposition in languages such as English, these expressions undergo morphological processes similar to common nouns in SL. The morphological processes that occur with these locative nouns follow the allomorphic form of the singular third-person described in Kroon (2016) referred to as ‘vowel nasalization’ to indicate possession. Each locative noun listed in (16) below, contains allomorphic elements similar to the inalienable possessive clitics (see Kroon (2016: 77)). Locative nouns in SL are listed in (16). Some examples illustrating the use of these locative nouns are presented in (17) – (20).

(16). lolō	(lit: lol(o)=ō	: surface=3SGPOSS)	=	on
kolā	(lit: kol(a)=ā	: back=3SGPOSS)	=	behind
one'ē	(lit: one='ē	: heart=3SGPOSS)	=	inside
aē	(lit: a(é)=ē	: face=3SGPOSS)	=	in front of
wu'itē	(lit: wu'it=ē	: under=3SGPOSS)	=	underneath
papa'ā	(lit: papa='ā	: half=3SGPOSS)	=	behind, beside
ha'akē	(lit: ha'ak=ē	: side=3SGPOSS)	=	next to, beside
kenewelē	(lit: kenewel=ē	: underneath=3SGPOSS)	=	under
langū	(lit: lang(o)=ū	: house=3SGPOSS)	=	under, underneath
hikū	(lit: hik(u)=ū	: elbow=3SGPOSS)	=	corner of
lola'ā	(lit: lol(a)=ā	: half=3SGPOSS)	=	other side of
woho	(lit: to defecate)		=	outside
géré	(lit: to ascend)		=	above, over
lodo	(lit: to descend)		=	below, under
golé	(lit: to circle)		=	around
rékānē	(lit: rekā=nē	: side=3SGPOSS)	=	next to, nearby
werā	(lit: wer(a)=ā	: upper edge=3SGPOSS)	=	mountain-ward edge of a field
leĩ	(lit: le(i)=ĩ	: leg=3SGPOSS)	=	sea-ward edge of a field
naē	(lit: na(é)=ē	: side=3SGPOSS)	=	left or right side of a field

Just to make it simple, I do not gloss these locative nouns (bold typed in the examples below) with the morphemic component composing the word, as shown in (16) above, but rather with the inherent locative meaning they denote. Therefore, **lolō**, for example, will be glossed ‘**on**’ and **kolā** will be glossed ‘**behind**’.

(17). Labu='ū go'é tao pé geré **lolō** wé.
 Shirt=3SGPOSS 1SG put there bed on that.
 As for your shirt, I put it on your bed.

(18) Ana wé taé'é n=a'ā lango **golé**.
 Child that defecate 3SG=make house circle.
 That child defecated all around the house.

(19). Kamé seba-seba=ro ge ete na'é mété sudu='u **ia** lango one'ē.
 1PL(exc) search=RED=3SG then in.fact 3SG PROG hide=3SG PREP house inside.
 We had been searching for him, then we found him hiding inside the house.

(20). Kursi pé méja **ha'akē** wé leko='o kaé
 Chair there table side DET break already
 The chair beside the table has a broken leg.

CONCLUDING REMARKS

Spatial expressions in SL form a minor word class; they are partly nominals yet have deictic properties because their contextual interpretation depends very much on directional projection from a speaker's point of view. These expressions are used to express three different coordinate systems: (1) a fixed in geographic space (eastward-westward), (2) rotatable (landward-seaward), and (3) fixed on the inherent parts of an object (front-back, inside-outside); thus they indicate respectively an absolute, a relative or an intrinsic frame of spatial reference. These expressions are not only linguistically important, but they are also culturally significant.

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SERIAL VERB FOUND IN “TAPALEUK RUBRIC” OF POS KUPANG NEWSPAPER AND THE SKETCH OF TRANSLATING IT: A SEMANTIC ANALYSIS

Theofilus Ayub Mes Manu
theofilusmanu@gmail.com

Postgraduate School Of English Education Study Program, Nusa Cendana University

ABSTRACT

The goals of this research are to define Serial Verb Found In “Tapaleuk Rubric” Of Pos Kupang Newspaper And The Sketch Of Translating It : A Semantic Analysis. As we know about kupang malay in tapaleuk that and we know that the kupang malay is isolative language because in kupang malay also not have some meaning into another languages. And this research also made observation to the target readers so to understand this meaning of the source languages into target languages. Descriptive qualitative method was applied in this research. The result of this research shows that the semantic analysis and serial verb of translation and to translating it into target language. The phenomena of serial verb and semantic analysis occur due to sociolinguistic into kupang malay in terms of conveying meaning in english sentence contruction into kupang malay. Semantic analysis will come due to serial verb found in tapaleuk rubric in kupang malay.

Keywords: *Serial Verbs, Rubric Tapaleuk, Semantics, Translation*

INTRODUCTION

In this research, from the semantic analysis that is defined about serial verb or in observation how many serial verb because still have some sentence isolative in Kupang Malay. It has relationship with semantic analysis and serial verb from linguistics in the public speaking especially in Kupang Malay. And this research, there some effects of the problem serial verbs found in newspaper especially in Kupang Pos Newspaper. This research also has relationship with semantic analysis because in my observation, semantic analysis has some effect to people.

The effect is especially in terms of those who are learning more than two languages. It must be difficult for them to find the equivalent meaning between two different languages such English and Kupang Malay or Kupang Malay and Indonesian language. The difficulties come because of different characteristics of those languages. Generally, English and Indonesian are agglutinative languages while Kupang Malay is isolative language (kind of language that lack of bound morphemes). So then in finding the equivalent meaning between those different languages, there must be semantic analysis first.

As we know about semantic analysis is In linguistics, and semantic analysis is the process of relating syntactic structures, from the levels of phrases, clauses, sentences and paragraphs to the level of the writing as a whole, to their language-independent meanings. It also involves removing features specific to particular linguistic and cultural contexts, to the extent that such a project is possible.

The scope of this research is around the serial verbs and semantic analysis, based on the delicacy phenomena which happens in translating text and the sketch kupang malay in rubric tapaleuk because of that text have some serial verbs and how the translator make the readers can to understand the meaning of source language into target language. The translator usually interfered by the semantic perception of his/her native language (Kupang Malay in this case

of Tapaleuk rubric). The translator also has the perception about why his/her used the semantic analysis as the tools to understand the target language.

The elements of idiom and figurative speech, being cultural, are often also converted into relatively invariant meanings in semantic analysis. In my research about features of serial verbs is Serial verb constructions consist of two verbs (or verb phrases) that occur in sequence without an intervening conjunction (subordinating or coordinating) between the verbs. In this theory by Finney, 2, 2004.

Serial verbs in Kupang Malay is unique because they come with different specification such as the directional verbs and action verb are the basic characteristics of serial verbs in Kupang Malay stated by Bessie in his paper on the title Serial Verbs in Imperative Constructions of Kupang Malay: A Syntactic Analysis presented in Linguistic Conference Atma Jaya Annually on May 2, 2013 (Proceeding, 2013: 451). Kupang malay commonly use directional verbs such as, pi datang 'go' carita bilang' and action verb like 'beking, baomong' and so on. Serial verbs in Kupang malay are constructed by placing the verb and placing event proposition. Kupang Malay has uniqueness language because that has the expressing a meaning in a sentence construction.

Based on the background of this study, this research has two main problems, they are what are the types of sentence building with serial verbs found in tapaleuk rubric? and How are the way of translating serial verbs into english? So then the objectives of conducting this research are formulated in the affirmative sentences namely, to define the types of sentence building with serial verbs found in tapaleuk rubric and to translating english into kupang malay and to scrutinize the way of translating serial verbs into English.

METHOD

For supporting this research, the researcher applies Proposition theory proposed by Larson (1997) that proposition is semantic unit which comprises (things, events and attributes). This theory is supposed as the appropriate because it covers about the meaning of a sentence especially serial verb sentence constructions. In addition, in this research, the researcher takes equivalent translation theory as the supporting theory. In the equivalent theory, the closest meaning between source language and target language is expected. The theory is used since the expectation of this research is finding the sketch way of translating serial verbs sentences into another language for example English language.

This term is used to refer to cases where languages describe the same situation by different stylistic or structural means. According to Nida there are two different types of equivalence, namely formal equivalence which (1982) is referred to as formal correspondence and dynamic equivalence. Formal correspondence focuses attention on the message itself, in both form and content', unlike dynamic equivalence which is based upon 'the principle of equivalent effect' (1964:159). In the second edition (1982) or their work, the two theorists provide a more detailed explanation of each type of equivalence.

Formal correspondence consists of a Target Language item which represents the closest equivalent of a SL word or phrase. Nida and Taber make it clear that there are not always formal equivalents between language pairs. They therefore suggest that these formal equivalents should be used wherever possible if the translation aims at achieving formal rather than dynamic equivalence. The use of formal equivalents might at times have serious implications in the TT since the translation will not be easily understood by the target

audience (Fawcett, 1997). Nida and Taber the selves assert that 'Typically, formal correspondence distorts the grammatical and stylistic patterns of the receptor language, and hence distorts the message, so as to cause the receptor to misunderstand or to labor unduly hard' (ibid.:201).

Dynamic equivalence is defined as a translation principle according to which a translator seeks to translate the meaning of the original in such a way that the TL wording will trigger the same impact on the TC audience as the original wording did upon the ST audience. They argue that 'Frequently, the form of the original text is changed; but as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful' (Nida and Taber, 1982:200).

One can easily see that Nida is in favour of the application of dynamic equivalence, as a more effective translation procedure. This is perfectly understandable if we take into account the context of the situation in which Nida was dealing with the translation phenomenon, that is to say, his translation of the Bible. Thus, the product of the translation process, that is the text in the TL, must have the same impact on the different readers it was addressing. Only in Nida and Taber's edition is it clearly stated that 'dynamic equivalence in translation is far more than mere correct communication of information' (ibid:25).

Despite using a linguistic approach to translation, Nida is much more interested in the message of the text or, in other words, in its semantic quality. He therefore strives to make sure that this message remains clear in the target text. Furthermore, the researcher also applied Serial Verb Construction theory proposed by Aikhenvald (2006: 25) that A Serial Verb Construction is a sequence of verbs which act together as a single predicate, without any overt marker of coordination, subordination, or syntactic dependency of any other sort.

DISCUSSION

Serial Verb Found in Tapaleuk Rubric and The Sketch of translating It: A Semantic Analysis

Serial verbs in a sentence is a unique one in Language knowledge in particular linguistics study. It is called a special one because in a single sentence, there are two or more verbs in that sentence that function as predicate. Even we have known that a single verb can be predicate directly. Dealing with this delicacy phenomenon, this paper focused on the serial verbs and the way of rendering message in the serial verbs sentence constructions into another language. So, in this section, there two sections come up as the main discussions. They are in the following sections.

Types of Sentence Construction With Serial Verbs

In kupang Malay, there are many types of sentence buildings have serial verbs. They can be in affirmative sentence (type of sentence which contains information to others), interrogative sentence (type of sentence which contains information about questions), and also questions tags (type of sentences which have emphasizing at the end of the sentence building). Those types of sentence buildings are discussed in the following sections.

Affirmative Sentence

According by the grammar in English stated that affirmative sentence is a sentence that affirms (rather than negates) a proposition. The sentence constructions below are the good examples.

1) *Ina Feok tadi **beking kas** baitua lawar ikan alus*

Name name just make give old man slice of fish

“Ina Feok made slice of fish for the old man”

The sentence construction (1) above indicates that it involves in affirmative sentence because it tells about an information that the slice of fish is made by Ina Feok for the old man. The sentence has serial verb as well. The serial verb in the sentence is *beking kas*. The serial verb means *make for*. The word *beking* means *make* and *kas* means *give*.

2) ***Jalan nae oto***

Walk take car

“take off in car”

The sentence construction (2) above is involved in affirmative sentence because it tells about an information to listeners that the event of walking. Even though the sentence has no subject but actually the sentence can be understood when it is put in the conversation. In the discourse analysis, the sentence is accepted as the speaker’s meaning sentence because it can be understood if the sentence is uttered in the context when the speakers are in the same situation.

3) *Dengar ama Tobo **omong pi datang**.*

Listen uncle name talk go come

“Listen to Ama tobo’s talks”

The sentence construction depend on the sentence *omong pi datang* is about someone have already to spoke to someone or to the other people, it means that used as the someone to go on or to continued the conversation.

Interrogative Sentence

Interrogative sentence is a [sentence](#) whose grammatical form indicates that it is a question. Such sentences are sometimes said to exhibit an interrogative mood, thus treating interrogative as one of the [grammatical moods](#), specifically a type of [epistemic](#) mood. According to Payne (1997: 295) languages always have some grammaticalized means of specifying that a particular utterance is to be understood as a request for information rather than an assertion. such grammatical structures is called interrogative. The data below are good examples.

Examples :

4) *Lu su **pi ame makan kas** dia ko?*

2SG have go take eat give 3SG

“Have you given the food for him/her?”

5) *Lu su **pi ame bawa kas** dia itu barang?*

2SG have go take bring give 3SG that thing

Have you brought that thing for him/her?

This type of sentence is used about situation of someone to ask the other people about expression to ask someone about her/him works. The word *Pi ame kas* means that *Come, bring and take*. It has the serial verbs in interrogative sentence. The sentence (4) is translated into English by taking the last verb in the sequences as the main event. So thus the English has *given* as the appropriate word which represents the event of *pi ame makan kas*. The word *kas* ‘give’ is the main event in sentence (4). The same case also occurs in data (5).

Unfortunately in that sentence, the main idea is *brought*. It comes as the main idea because what is going to be told here is the event bringing. So that, this kind of difference between sentence (4) and (5) is in the placing serial verbs. In data (4) there is word *makan* that means 'food' while the sentence (5) there is no noun between the sequence of the serial verbs in that sentence construction.

Negative Sentence

According to Payne (1997: 282), a negative clause is one which asserts that some event, situation, or state of affairs does *not* hold. In addition he stated that negative clauses usually occur in the context of some presupposition, functioning to negate or counter-assert that presupposition. In Kupang Malay this kind of clause is existing in as well. The data (8) is a good example.

6) dia on ***datang ame bawa*** ini pisau ju?
 he/she no come take bring this knife
 "He does not bring this knife"

The sentence above is involved in negative sentence because it has negative information by *on* as the negative marker. It has serial verbs such as *datang ame bawa*. The word *datang* means *come*, the word *ame* means *take* and the word *bawa* means *bring*. This sentence is undergone suprasegmental process in the pronunciation. So, when the native speakers (Kupangnese) speak Kupang Malay then sentence is pronounced low at the end of the sentence directly.

Actually the same process of suprasegmental also occurs in the following sentence.

7) Dong samua son ***duduk tunggu*** dari jam sambilan malam ko?
 They all no sit wait from time nine evening
 "They have not waited at nine o'clock in the evening"

The data (7) is called as suprasegmental process. It is singed by the low pronunciation especially in the word *ko* in Kupang Malay. That is why it is involved in interrogative sentence. It is in negative point because it is marked by the word *son*.

Way of Translating Sentence Construction With Serial Verbs

The serial verb structures in Kupang Malay can be translated into Indonesian or English just by considering the main point of meaning of the sentence with serial verbs. Based on the previous research which has been conducted by Bessie (2013), the way of translating serial verb construction is similar to the previous one. But actually in this recent research, there is another way in translating the sentences namely by considering the way of producing the sound system of the sentence. In other words, the suprasegmental process. Bessie (2013) stated that as we know about Translating sentence Constructing with Serial Verb of Kupang Malay we have to consider about the event which is going to appear first. The real ways can be seen in the rules below :

Placing the verb which has the main notion of the all events at the beginning of the sentence. This requirement is very often used by Kupangnese in their parlance. This construction usually uses Action Verbs. It means that the Action Verb is the foreground of the sentence while the other verbs are the background event. The sentence ***pi bardiri tanganga sandiri disana ko supaya apa!*** Go stand yawn alone there so in other what!

Placing event proposition verb after other sequence verbs. The rule allows Directional Verbs come at the beginning. For example *pi minum mabok le ko cari hal ko bakalai harbabiruk sampe badarah* 'don't drink liquor any more and don't fight', *masuk kaluar cari kas adik pung kalereng do!* 'look for the marbles for your little brother please'.

Beside considering the way of translating serial verbs in Kupang Malay as have been stated by Bessie (2013) above, there is another way to translate the serial verbs namely considering the suprasegmental process in the sentence of Kupang Malay. This Statement is supported by the data (6) and (7) above.

CONCLUSIONS

Considering the elucidation above we can deduce that there are two types of imperative sentence with serial verbs in Kupang Malay namely serial verbs constructions in imperative sentence with directional verbs and serial verbs construction in imperative sentence with action verbs. Directional verbs which are usually used are *mar* 'come', *pi* 'go', *bawa* 'bring' etc. Furthermore, the way of constructing imperative sentence with serial verbs are (1) placing foreground event verb at the beginning then followed by other verbs which describe the effect of that foreground event. This pattern is indicated by the existence of action verbs, and (2) placing the foreground event at the end of the serial verb construction. It is indicated by the existence of Directional Verbs, and the last one is, the way of translating serial verbs in Kupang Malay into Indonesian or English is by considering the suprasegmental process of the sentence construction in Kupang Malay. It is marked by the negative sentence with the special pronunciation as stated in the data (6) and (7) in the previous sub section of this paper.

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TETUN LANGUAGE MAINTENANCE IN EAST TIMOR FORMER REFUGEE COMMUNITY

Agnes Maria Diana Rafael
(1st author/corresponding author)
Christmas P. Ate
(co-author)
Citra Bangsa University

ABSTRACT

This study was conducted with the aims of: (1) describing the use of Tetun Language in East Timor former refugees community at Manusak village and (2) describing the factors of Tetun Language's maintenance in Manusak village. This research uses the sociolinguistic approach, the method used is descriptive qualitative method. The results of the study show that: (1) Tetun still survives so far as it has migrated for 20 years from its native land. Of the 132 informants interviewed, 86.36% of informants used Tetun Language as a lingua franca with different age categories. For partner selection, 71.21% of informants use Tetun Language when communicating with family members and neighbors. Then 58% of informants use Tetun Language when communicating with family members, neighbors, and coworkers, while 21.21% of informants use the language when communicating with family members, closest neighbors and friends. The topics chosen were: (1) 59.09% of informants chose topic about daily life activities, 9.1% chose topics about daily life and some topics that are related to work, 14.4% of informants chose topics about daily life, economic topics, political topics, religious topics, and work topics, 6.81% of informants chose topics about daily life, topics about education, economic topics, political topics, topics about religion, and topics about work, and 10, 60% of informants chose topics about daily life, topics about education, religious topics and work topics. Then based on the field observation Tetun Language is used in the family domain, neighborhood and at the workplace. Finally the factors caused the maintenance of Tetun Language are loyalty to mother tongue, pride in using Tetun Language, family supporting environment and regional conservation.

Keywords: *Language Maintenance, Language Community, Former Refugee, East Timor, Domain*

INTRODUCTION

East Nusa Tenggara community (ENT) is known as a language community that has an epic and unique linguistic features. Spread across the eastern part of Indonesia, homogeneous ENT communities have hundreds of local languages. Those languages are used as the communication tools among the speakers, both in the language geographical area or outside it. The habit of using the local languages show the dynamics of language communities in ENT province. As in one of the districts in ENT, namely Kupang district, there is a youngest ethnic group that comes from Timor Loro Sae, or it is common known as the Democratic Republic of East Timor (RDTL). On 30 August 1999, the people of Timor Leste (then known as East Timor) chose to separate from the Republic of Indonesia, through a referendum that was supported by the United Nations (UN). Because of the referendum, the Indonesian National Army (TNI) worked together with the anti-East Timorese Independence organization to evacuate more than 300,000 of East Timorese people to depart from East Timor. Therefore, there were about 3.000 moved to Kupang district, thus the majority of ex-refugee from East Timor inhabit in several areas and villages in Kupang district. Those villages are Noelbaki, Tuapukan, Oebelo and Manusak village. In daily life the ex-East

Timorese people use Tetun (abbreviated into TL) and Kupang Malay (abbreviated into KML) as a means of communication among the fellow citizens.

The high contact interaction among ex-East Timorese and the indigenous people of Kupang district who come from various ethnic, cultural and linguistic backgrounds could cause a language competition. Then a language competition itself could form a language maintenance or a language shift. A language is said to experience a shift when a community begins to leave its traditional language (local language or mother tongue). Sumarsono, (2011) stated that a language shifting are two sides of a coin, because these phenomenon are two phenomenon that occur simultaneously. Still according to Sumarsono (2011) the language shift occurs when a language changes its position as the first language in its' communication area. Meanwhile, a language maintenance is the strength of a language to stand in its position as a lingua franca, so that it can not be interchangeable or displaced from surrounding languages.

In general, language maintenance is defined as the decision of a language community to use a language collectively from a generation to generation (Fasold: 1984). Jendra (2012: 26) stated that although there are some conditions that affect a language community to use another language, but if the community is not easily in using that other language, then a language maintenance has been occurred. Conversely, if a language community does not have the awareness to preserve its language, it will accelerate the extinction of their local language.

Judging from the history of former East Timor refugee communities (from 1999 - 2018) in several villages in Kupang District, the language and cultural adaptation must have occurred both in terms of language, culture and tradition. However, there is an interesting linguistic phenomenon that occurs in Manusak village, the use of TL is quite high. Almost all the children who were born in Manusak village by the former refugees parents acquired TL as their first language, then they acquire KML as their second language.

TL maintenance phenomenon in the midst of the competition of varied local languages in Manusak village is very interesting to study. Especially, a contact between TL and KML will automatically become an obstacle to the language pattern and the language attitudes in that community. If a speech interaction of ex-East Timorese community groups involves the members of the same ethnic group, then the verbal communication patterns is tend to use TL. Conversely, if the interactions between ex-East Timorese communities involve the members of different ethnic groups, then the communication pattern will be marked by using KML. Furthermore, the effectiveness of TL speakers might show their partiality towards TL maintained, therefore this research must be carried out to unmask the phenomenon of TL survival in Manusak village. Practically, this research is expected to build a positive language awareness so it can play its role as a marker of ethnic identity, both in social role and communication tool.

By carrying out this research the researcher hopes that TL can be accepted by all residents of Kupang district as one of the local languages in the Kupang district. With the acceptance of TL, it is hoped that the former refugees from East who live in Manusak Village can also be accepted as part of other Kupang district communities, so that local conflicts between the indigenous people and the former refugees can be minimized. Furthermore, this research is also expected to be used as reference material or consideration in the framework of developing languages in ENT Province.

This study aims to identify and describe the use of TL in the speech of former East Timor refugee communities in Manusak Village and the factors causing the maintenance of TL in that community. According to UNESCO data every year there are ten regional languages that are experiencing extinction (Antara News Report 2009: 01). The extinction of regional languages in Indonesia is caused by a variety of factors, therefore understanding of the importance of the diversity of regional languages in Indonesia in general and in Kupang Regency in particular must be improved. One effort that must be done to prevent language extinction is by maintaining the language. The preservation of local languages, including TL, as the nation's cultural wealth which is passed down from generation to generation, through a long historical journey, really needs to be improved in order to prevent the extinction of these languages. Hopefully this research can change the skeptical perspective on the importance of teaching local languages to the younger generation.

METHOD

This study uses a sociolinguistic approach, which is an approach that examines language in relation to the community, or the behavior of certain groups or language communities, not individuals (Wardhaugh and Fuller, 2015: 2). In accordance with the character of the problem examined, the method used is a qualitative descriptive method to obtain actual and natural exposure to TL maintenance. The research had been conducted in Manusak Village (\pm 71 km from Kupang City), East Kupang District, Kupang Regency, East Nusa Tenggara Province. The time of research is in April – July 2019.

The subjects in this study were 153 of ex-East Timorese who inhabitants in the housing complex built by the Indonesian government in RT 15 / RW 06 Manusak Village since 2011. The data collection was carried out in several ways, namely: 1) Interview by referring to the list of questions prepared in accordance with the objectives of the study. The composition of the questionnaire contains the reasons for choosing the language of the informant by formulating the question of who is speaking to whom, what is the topic of the conversation, in what situations and in what areas is the language used. An unstructured interview was conducted to obtain information relating to the problem; 2) Researchers conducted participant observation and non-participant observation; 3) Mini survey to support qualitative data on language selection, topics of conversation and speech partners. Then in the data analysis techniques, the researcher involved five components, namely transcribing recorded data, identifying data, classifying and tabulating data, analyzing data, and drawing conclusions.

RESULTS

1. The Use of TL

To find out the choice of languages used, the researchers asked about the choice of languages (Tetun abbreviated into TL, Indonesian abbreviated into I, Kupang Malay abbreviated into KML and Other Local Languages abbreviated into OLL), the speech partner (family members, neighbors, classmates, coworkers and strangers) and the topics (daily, economic, social, political, education, health, etc.). There are 132 informants, the following are the presentations of the tabulated data the discussion.

A. Language Choices

Tabel 1. Language Choices

Age Category	Total Informants	%	TL	%	I	%	KML	%	OLL	%	Total
<18	22	16.6	19	86,4	0	0	3	13,6	0	0	100
19 - 25	21	15.9	19	90,5	0	0	2	9,52	0	0	100
26 – 35	13	9.8	10	76,9	0	0	3	23.1	0	0	100
36 – 45	44	33.3	37	84,1	0	0	7	15,9	0	0	100
> 46	32	24.4	29	90,6	0	0	0	0	3	9,38	100
Total	132	100									

NB: TL (Tetun Language), I (Indonesia), KML (Kupang Malay Language), OLL (Other Local Languages)

By looking at table (1) above, we got the results of the language choices based on the age categories as follows:

1) From 22 informants whose age is under 18 years there are 19 informants or around 86.4% of the informants answered that TL is the only language choice that they use everyday. From the 19 informants, there were 13 informants who were still in elementary school level, 4 informants in junior high school level and 2 informants in senior high school. Even though they have attended school and have friends who use KML as a medium for exchanging information in communication, the frequency of using TL is more frequent. However, there are 3 or about 13.6% of informants in this age category chose KML. The reason for choosing KML is because those informants have already worked as the child caregivers in several families who are living in Oelamasi (the capital of Kupang district), hence they are tend to use KML more often than TL.

2) From 21 informants there were 19 informants or around 90.5% informants chose TL. The majority of the 19 informants have been married and have had the jobs as the farmers, therefore the domain in using TL is only around their family and in the fields where they planted their agricultural products. While there are 2 informants or around 9.52% of informants chose KML as a means of daily communication. Both of them work as the security officers at the Kupang District Office so the intensity of using TL is more intense than any other languages;

3) From 10 informants or 76.9% of informants chose to use TL. They argued that their life activities are more in agricultural fields and in residents, so TL is their choosing languages to be spoken. They added that they only use KML if they meet and talk with other residents in Manusak village who are come from other ethnics, but the duration of their conversation is not too long and not too frequent. Whereas there are 3 informants or around 23.1% of informants chose to use KML because of work demands, there are 2 informants who trade the vegetables in the Oesao market and 1 informant who works as the corn seller. Thus work place becomes the reason of choosing KML than TL for three of them.

4) From the 44 informants, there are 37 informants or around 84.1% of the informants chose TL. The 37 formants said that TL is their daily language, while there are 7 informants chose KML compared to TL. This is also for work reasons, their professions are the vegetable traders in the Oesao market (4 people), some work as household assistants (1 person) in one of the families who live about 2 kilometers from the housing location, and there are two

people who work as a fueling officer at a gas station in Kupang District. Because of the demands of the job they chose to use KML, because KML is a lingua franca in Kupang district.

5) There are 32 informants aged over 46 years, from that numbers there are 29 informants or around 90.6% of informants chose TL over other languages. In Manusak village, the 32 informants are elders. Some of them are the former Indonesian National Armies. Furthermore, in addition to that, there are 29 informants chose TL, there are 3 informants or about 9.38% of informants who only speak in Mambae language (local language in East Timor), those three informants are hardly understand TL or any other languages.

B. Selection of Speech Partners

Table 2. Selection of Speech Partners

Total Informants	%	The family members	The neighbors	Co-workers	playmates
94	71,21	√	√		
10	7,58	√	√	√	
28	21,21	√	√		√
132	100				

Next table (2) shows that there are 94 informants or around 71.21% who use TL when communicating with family members and neighbors. Furthermore, there are 10 informants or around 7.58% who use TL when communicating with family members, neighbors, and coworkers who also have the same migration history as them, while there are 28 informants or 21, 21% have quite a wide variety of speech partners: they use TL when the speech events happens among the family members, closest neighbors and playmates.

C. Selection of Discussion Topics

Tabel 3. Topic Selection

Total Informants	%	TOPIC					
		Daily life Topics	Education	Economics	Politics	Religions	Jobs
78	59,09	√					
12	9,1	√					√
19	14,4	√			√	√	√
9	6,81	√	√	√	√	√	√
14	10,60	√	√			√	√
132	100						

For the selection of discussion topics, the informants have chosen some variety topics when communicating using TL. Table 3 shows that the most commonly topic is the topic about daily life. From 132 informants there were 78 informants or around 59.09% who chose to talk about the daily life. The 12 informants or around 9.1% chose the topics that are related to daily life and job. When the researchers asked the reasons why the topic of job was chosen, they answered that they often exchange information about workloads and their responsibilities in carrying out their work with the other fellow colleagues who also speak in

TL. Furthermore, 19 informants, or around 14.4%, chose a topic that was quite varied, namely topics on daily life, economic topics, political topics, religious topics, and work topics. Next there were 9 informants or around 6.81% who chose topics that varied widely, the topics are about the daily life topic, education topic, economic topic, political topic, religion topic, and topics about work. The last is there are 14 informants or around 10.60% who communicate in TL to discuss some topics about the daily life, education, religious topics and work topic.

2. Factors Supporting TL Maintenance in Manusak

A. Loyalty To Mother Tongue

Loyalty to TL as a mother tongue has a very high frequency. All informants are more likely to choose TL as a mother tongue than any other languages. They acquired TL directly when they were toddlers, then in the stages of development, they used the language when communicating with parents and other family members who lived in the house. Therefore it is not surprising that they are very loyal in using TL as their native language. This loyalty factor is the most important factor for the survival of a language, even though the language has experienced migration from its origin place for decades, even hundreds of years.

B. Pride in using TL

From the interviews, information was obtained that the ex-East Timorese people still felt proud of their motherland, even they still frequently visited it in order to meet with their relatives in the State of Timor Leste. The moments of Christmas, Easter, weddings, deaths and ceremonies for making traditional houses, are moments when the ex-East Timorese people visit Timor Leste. A feeling of pride of their native land is also one of the main factors for the fertility of TL in Manusak. In addition to visiting families who live there, there are also some young people who choose to make a living by migrating to Dili, the capital of Timor Leste. Currently the city of Dili and several regions in the country of Timor Leste are in the infrastructure development, so the country needs a lot of construction workers. These young men work as monthly contract laborers paid in dollars. When their work contracts are completed they will return to Manusak, so TL continues to flourish in the village, because TL is the lingua franca for job seekers in Timor Leste.

C. Family Environmental Factors

The family environment is a supporting factor for maintaining TL in Manusak village. TL maintenance can be seen from the frequency of using it among children under 12 years of age. This can be seen from the use of language that has a high enough frequency in the realm of the home and neighboring domain, while the frequency for using MKL and I is very low. MKL is a second language for East Timorese children, most children get the language in the realm of association with other children in the surrounding environment. Whereas Indonesian is obtained and used in the education domain. However, even though they learn Indonesian but they still can not use Indonesian properly and correctly.

D. Migration Factors and Regional Concentration

Migration and regional concentration are actually a factor in language shifts, but this case is not in line with Fasold's (1980) opinion, that if the speakers of a language migrate to another place, and the number of speakers over time increases, then it will produce and create an environment that is significant enough to encourage language shifts. But the facts show that the higher the population of former East Timorene in Kupang district, the stronger TL has roots in that village. This is likely due to the establishment of housing estates for former

refugees in Kupang Timur sub-district, so that the concentration TL speakers are more found in several villages in that sub-district.

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DISCOURSE ANALYSIS ON COHESION IN THE TEXT OF AHOK SPEECH DEBATING OF GOVERNOR CANDIDATE IN JAKARTA 2017

Finuri Halena Kollan

finurikollan@gmail.com

Graduate English Study Program, Nusa Cendana University

ABSTRACT

This study presents “*Discourse Analysis on Cohesion in The Text of Ahok Speech Debating of Governor Candidate In Jakarta 2017*”. The aim of this study is to find out the types of cohesion in Ahok speeches at debating candidate of Jakarta governor election in 2017. The data were collected by using the recording. All transcribed data were analyzed by using descriptive qualitative method, and there are five types of cohesion such as reference, substitution, ellipsis, conjunction and lexical cohesion. The result shows that the reference of *kami* or *kita* as the dominant used by Ahok in his speech. The reference of ‘*ini, itu*’ refers to all the previous statement. Substitution appears five times such as *superman* substitute by *one man show*. The conjunction uses such as ‘*karena, tapi*’ means to explain the reason of something. Furthermore, the cohesion of ‘*atau*’ for choice. Ellipsis appears twice in this speech. Finally, lexical synonym such as *kartu* and *gesek*, and *infrastruktur* for *ruang atas*. in Ahok tries to convince the audience about the word he said. Thus, even though debating as an oral skill however, the speaker should consider about the cohesion of the speaking.

Keywords: *Discourse Analysis, Cohesion, Speech Debating*

INTRODUCTION

Halliday (2009:1) says that text is a piece of naturally occurring spoken, written, or signed discourse identified for purposes analysis. It is often a language unit with a definable communicative function such as conversation. Halliday and Hasan (2009) identified five different types of cohesion: reference, substitution, ellipsis, conjunction, and lexical cohesion. Therefore, there are many reasons why this research is both important and relevant. Firstly, cohesion in text are very important to connecting and classifying sentence, secondly this research attempts to address the cohesion in the text within a speech. The language using by Ahok in debate candidate of governor election for starting point the message through the speech to the public (www.kompastv.com). The result of this study is expected to provide for readers information and more understanding of cohesion within Ahok’s speech at debate, give valuable information to writer, students or readers to increase their knowledge about types of cohesion in the text of debating speech.

According to Halliday & Hasan there are five types of cohesion that is Referencing, Substitution, Ellipsis, Conjunction and Lexical cohesion.

1. Reference

Reference is the term used as a referential item to something or someone within the framework of the discourse, Halliday and Hasan in Imtiaz and Shahnaz (2014:230). The three main kinds of cohesive references are: personal, demonstrative, and comparative.

2. Substitution

Substitution is the use of a word or phrase that substitutes another in the same grammatical slot for material else where in the text (Johnstone, 2002: 102). There are three types of substitution, they are: nominal substitution, verbal substitution and clausal substitution. An Example, Julia has a notebook. Dina has one too. The example shows that the use of word ‘one’ is to substitute the word ‘a notebook’.

3. Ellipsis

Ellipsis is the omission of elements normally required by the grammar which is the speaker or the writer assumes are obvious from the context and therefore need not to be raised (Mac Carthy, 2000: 43). There are three types of Ellipsis: nominal ellipsis where some noun is missing, ex. The Children will carry the small boxes, and the adult the large ones. verbal ellipsis where verb is missing, and clausal ellipsis where the whole clause is missing.

4. Conjunction

Conjunction, as described by Bloor and Bloor (1995: 98) acts as a “cohesive tie between clauses or sections of text in such a way as to demonstrate a meaningful pattern between them”.

5. Lexical cohesion

Lexical cohesion refers to the “cohesive effect achieved by the selection of vocabulary” Halliday & Hasan in Crane (2000: 140). The two basic categories of lexical cohesion there are reiteration pertains to the repetition of a lexical item, collocation pertains to lexical items that are likely to be found together within the same text.

Based on the view the problem that are going to discussed is what are the types of Cohesion found in the text of Ahok Speech Debating of Governor Candidate in Jakarta 2107.

METHOD

This study is a documentary study which use qualitative method that classify the types of cohesion in text within Ahok debating speeches of governor candidate in Jakarta 2017. Instrument that used to collect the data is the researcher download the video of Ahok debate speeches in website [www. Kompas tv/live. com](http://www.kompas.tv/live.com) through recorded with theme reformasi birokrasi, pelayanan publik dan penataan kota with the duration is about two an hour, transcribe the text and analyze the data.

DISCUSSION

Based on the recording, the writer analyze the text into the classification of cohesion involves reference, ellipsis, substitution, and conjunction and lexical cohesion. The data is divided into six segments.

The first segment of Ahok speech debate it can be seen as follows: **“Ketika (conjunction) kita (reference) berbicara pelayanan publik (lexical sinonim), saya teringat ketika 2013 kami (reference) mengeluarkan badan pelayanan terpadu satu pintu atau (conjunction) BPTSP?...bukannya kan itu (reference) maksudnya kan perijinan terpadu satu pintu dengan (conjunction) beda kalau (conjunction) perijinan itu (reference) warga (lexical sinonim) datang kepada kami (reference), kami (reference) sekelolah seperti yang berkuasa memberi ijin atau (conjunction) tidak member ijin. Tapi kalau (conjunction) kita (reference) bicara pelayanan maka tiap warga (lexical sinonim with public and society) datang, wargalah atasan kami (reference), Kami (reference) melayani. Jadi (conjunction) dasar pelayanan Public (lexical sinonim with public and society) adalah ini sebetulnya. Nah, (conjunction) untuk (conjunction)....pelayan-pelayan (lexical hyponim with pelayanan publik) yang memiliki hasrat, empati (lexical sinonim), untuk membantu melayani orang (lexical sinonim). Nah (conjunction), bagaimana caranya kami (reference) mulai menaikan tunjangan kinerja daerah yang (conjunction) terukur bagaimana di kerjakan. Lalu (conjunction) kami (reference), memiliki sistem ada kinerja indikator untuk (conjunction) melihat berapa untuk (conjunction) mendapatkan tunjangan kinerja daerah tadi. Kami (reference), percaya dengan (conjunction) adanya birokrasi yang (conjunction).....kami**

lakukan *dengan (conjunction)* baik. Apa sih hakekat sebuah penataan kota? *penataan kota (lexical sinonim)* adalah berbicara tugas *kami (reference)*, adalah *mengadministrasi keadilan social (lexical sinonim)*. Bagaimana tugas *kami (reference)* mengadministrasi ini *yang (conjunction)* penting. Tentu harus semua pihak di lakukan, ambil *yang (conjunction)* sederhana *kita (reference)* bicara trotoar *walaupun (conjunction)* akan membangun 2600 kilometer harus betul-betul ramah *dengan (conjunction)* disabilitas. *Ketika (conjunction)* *kita (reference)* berbicara tentang rumah sakit, tentu harus rumah sakit umum kecamatan *yang (conjunction)* dekat kepada *warga (lexical sinonim)*. *Nah (conjunction)*, sistem penataan kota *yang (conjunction)* *kami (reference)* lakukan harus membuat warganya tidak memerlukan banyak transportasi *untuk (conjunction)* kebutuhan-kebutuhan dasar mereka. *Nah (conjunction)*, *dengan (conjunction)* dasar inilah kami yakin *kalau (conjunction)* pemimpinnya lurus *dengan (conjunction)* bersih transparan profesional semua penataan kota akan mewujudkan keadilan sosial. Terima kasih”.

The second segment of Ahok speech debate of governor candidate. It can be seen as follows.”Ya *ini (reference of all the statement before)* perlu *kami (reference)* jelaskan banyak sekali orang selalu berpikir *kami (reference)* *ini (reference)* *one man (reference)* show kerja bukan tim. *Kami (reference)* *ini (reference)* bukan *Superman (subtitution)*. *Kita (reference)* ngurusin tujuh puluh dua ribu pegawai.....pelayanan terpadu satu pintu *kami (reference)* begitu baik, *dan (conjunction)* saya temukan banyak PNS *yang (conjunction)* naik ke eslon dua begitu bersyukur pada *kami (reference)*. *Dia (reference)* katakan saya tidak pernah merasa begitu bangga menjadi PNS justru *ketika (conjunction)* bapak menjadi gubernurlah ada kebanggaan buat *kami (reference)*, *kami (reference)* *yang (conjunction)* tidak perna berpikir seperti *kami (reference)* *yang (conjunction)* jujur ini bisa naik jadi eslon dua tapi *dengan (conjunction)* seleksi promosi terbuka *yang (conjunction)* Bapak lakukan. *Kami (reference)* yang tidak perna mimpi eslon dua *jadi (conjunction)* eslon dua *dan (conjunction)* *kami (reference)* bawa pulang uang *yang (conjunction)* banyak sekali sekarang *dan (conjunction)* *ini halal (ellipsis)*. *Ini (reference)* *yang (conjunction)* membuat *kami (reference)* begitu yakin *yang (conjunction)* kami lakukan *dengan (conjunction)* talent pun, apa *yang (conjunction)* kami lakukan ini sesuai *dengan (conjunction)* amanat dari undang-undang Aparatur Sipil Negara sebetulnya. *Kami (reference)*..... Kita ngerti urusan administrasi *misalnya Contoh (lexical sinonim)*.....Itu hanya *itu (conjunction)*, *lalu (conjunction)* apa beda indikator *yang (conjunction)* *kami (reference)* buat pertahun *tapi (reference)* perbulan. Berapa lama genangan air di sebuah wilayah. *Jadi (conjunction)* *kami (reference)* tidak peduli anda mau keruk *atau (conjunction)* mau bersihkan *kalau (conjunction)* genangannya itu lama lebih dari sehari *maka (reference)* anda gagal. *Maka (conjunction)* keluar *kami (reference)* itu hanya mencapai delapan puluh Sembilan puluh persen. Kenapa? *Karena (conjunction)* tidak mudah *untuk (conjunction)* mencapai target *yang (conjunction)* kami berikan. *Jadi (conjunction)* semua minus ada *lalu (conjunction)* orang merasa kok saya main pukul tidak merangkul *(ellipsis)*...hampir semua pernikahan *yang (conjunction)* di lakukan oleh pegawai-pegawai rendah di DKI saya hadir sabtu minggu bahkan *kami (reference)* mengajak nonton bersama. Bagaimana mungkin Jakarta tidak bersih kalau pegawai-pegawai tidak bekerja dengan hati *(ellipsis)*. Bukan karena takut *tapi (conjunction)* mereka merasa *ini (reference)* Jakarta *kami (reference)* bersama terima kasih. *(ellipsis)* *Kami = pegawai*.

The third segment of Ahok speech debating. It can be seen as follows. “Ya.*ketika (conjunction)* *kami (reference)* masuk kami sadar perusahaan air minum itu di kuasai oleh *swasta*. *Tapi (conjunction)* tentu *kita (reference)* harus menghargai apa *yang (conjunction)* di lakukan oleh *investor (lexical sinonim with swasta)* *ini (reference)*. *Maka (conjunction)*

kami melakukan renegosiasi. *Selain (conjunction)* perusahaan parija *dan (conjunction)* Aitra. *Kami (reference)* juga *(conjunction)*...air limbah PAL *dengan (conjunction)* perusahaan air minum artinya apa? *Nanti (conjunction)* ke depan *kalaupun (conjunction)* anda mau mendapatkan air bersih *maka (conjunction)* anda harus memasang air kotor. *Nanti (conjunction)* bagaimana caranya *yang (conjunction)* tidak mampu *kami (reference)* melakukan subsidi *yang (conjunction)* kita *(reference)* kenal PSO. *Ketika (conjunction)* masyarakat tak mampu membayar nilai tertentu kami *yang (conjunction)* membayar. *Ini (reference)* yang *kami (reference)* namakan bagaimana mengadministrasi keadilan sosial *yang (conjunction)* mampu membayar lebih *yang (conjunction)* tidak mampu *kami (reference)* subsidi. *Nah lalu (conjunction)* apa *yang (conjunction)* *kami (reference)* lakukan lagi, tentu persoalan air ini *kami (reference)* sadar betul orang *yang (conjunction)* tidak mampu justru membeli air dua puluh lima ribu sampai lima puluh ribu per kubik. *Padahal (conjunction)* air yang *kami (reference)* jual *itu (reference)* hanya untuk orang yang *miskin* seribu lima puluh rupiah per kubik. Ini tentu *hal (substitution)* yang jauh sekali. *Lalu (conjunction)*...pemasangan awal. *Nah (conjunction)* sekarang *kami (reference)*tahun ini bisa sampai ratusan ribu,. *Karena (conjunction)* bagi orang *yang (conjunction)* tidak mampu *yang (conjunction)* penting jangan bayar uang mukanya yang berat. *Nah (conjunction)*, *kalaupun (conjunction)* sehari-harinya *kami (reference)* kenakan tujuh ribu per kubik bayar, yang penting jangan bayar satu juta satu koma delapan juta *untuk (conjunction)* pemasangannya. *Nah (conjunction)*..juga *(conjunction)* bekerja *dengan (conjunction)* baik, kita lagi kerjakan kolam air limbahnya *maka (conjunction)* target-target telah tercapai. Terima kasih. “*Perlu saya jelaskan soal transportasi yang kita lakukan ini bukan membangun jalan terus (ellipsis of subject)*. Tidak ada di dunia *yang (conjunction)* bangun jalan bisa memenuhi transmisi kemacetan. *Maka (conjunction)* *yang (conjunction)* *kami (reference of Ahok and his team)*.....*kami (reference of Ahok and his team)* selesaikan. Enam koridor dan tiga ratus lima koridornya. *Lalu (conjunction)* apa yang *kami (reference of Ahok and his team)* lakukan? *Tahun lalu* mungkin pasangan paslon tiga tidak baca, tahun lalu *kami (reference of Ahok and his team)*...*tahun ini (the reference of year 2017)?*.....*karena (conjunction)* *kami (reference of Ahok and his team)* tidak ingin import hampir semua bis *kami (reference of Ahok and his team)* beli dari lokal karosin. *Lalu (conjunction)* apa yang kami lakukan lagi *kami (reference of Ahok and his team)* sudah membangun banyak apartemen.....di Jakarta *dengan (conjunction)* menyewa apartemen harga kos. *Tapi (conjunction)* *ketika gajinya (reference of society)* di atas sepuluh juta *kami (reference of Ahok and his team)*Ukuran tiga puluh enam, *jadi (conjunction)* *ini (reference)* akan mendorong mengatasi kemacetan. *Bahkan (conjunction)* sekarang *kami (reference)* melakukan subsidi...*Lalu (conjunction)* dari mana uang subsidi *jadi (conjunction)* sampai empat lima triliun itulah *yang (conjunction)* kami katakan jalan berbayar *atau (conjunction)* *yang (conjunction)* di kenal *dengan (conjunction)* PRP. Dari uang *ini* masuk *ini (reference of uang subsidi)* *yang conjunction)* *kami (reference of Ahok and his team)* namakan bagaimana mengadministrasi keadilan sosial. *Lalu (conjunction)* mengenai sampah Februari ini bulan depan *kami (reference of Ahok and his team)* ...BUMD *kami (reference of Ahok and his team)*. *Jadi, (conjunction)* *kami (reference of Ahok and his team)* sudah siapkan semua bertahap termasuk di kampung-kampung harus di didik *dengan (conjunction)* ruang *yang (conjunction)* baik. Mungkin Mas Djarot bisa tambahkan sedikit. Terima kasih.

The fourth segment of Ahok speech debating. It can be seen as follows. “Saya mungkin orang *yang (conjunction)* salah satu *yang (conjunction)* beruntung, saya ini mantan anggota DPR RI Komisi II *yang (conjunction)* membidangin *untuk (conjunction)* membuat Undang-Undang Deskreksi ini *lalu (conjunction)* hubungan *dengan (conjunction)* koefisien luas

bangunan apa *yang* (conjunction) terjadi di Jakarta. *Itu* (reference of UU Deskresi) adalah peraturan di dalam Perda. *Kalau* (conjunction) di lintasi oleh transportasi masal berbasis trel,...*kalau* (conjunction) di lewati oleh transportasi masal berbasis trel. *Kalau* (conjunction),...*karena* (conjunction) dia ada PERDA yang mengatur. *Lalu* (conjunction) yang jadi ...*karena* (conjunction) berbasis rel penumpangnya banyak. *Lalu* (conjunction) bagaimana?...*Nah* (conjunction) di situlah kita mengenakan kontribusi tambahan *dengan* (conjunction) dasar perjanjian kerja sama. *Kami* (reference of Ahok and his team)...*Dengan* (conjunction) cara apa setelah dia membangun infrastruktur trotoar, seperti Semanggi. Saya bisa tunjukkan ini Semanggi *kita* (reference) bangun empat ratusan milyar *itu* (reference of uang kontribusi)....bagaimana *kita* (reference of Ahok and his team)...*Jadi* (conjunction)...“*kadang-kadang* (conjunction), ini barang *yang* (conjunction) berbeda saya mengerti...*yang* (conjunction) di maksud beliau itu betul harus masuk *kalau* (conjunction) pendapatan lain-lain, ini bukan. Makanya *kami* (reference of Ahok and his team)...*Dan* (conjunction) nilainya bukan uang yang di terima tapi adalah barang. *Dan Barangpun pakai jasa penilai*. Jadi ini jelas *sesuatu yang berbeda* (subtitution). *Kalau* (conjunction) memang itu tetap salah sudah ada temuan,...*Yang* (conjunction).....tidak ada dasarnya. *Nah* (conjunction) jadi pengertian di sini jelas keuangan yang di sampaikan Bu silvy tadi berbeda. *Makanya* (conjunction).....“Ya Saya terima kasih sekali banyak orang itu selalu menuduh *kami* (reference of Ahok and his team) tidak membela yang miskin nelayan,...ketika *kami* (reference of Ahok and his team).....*untuk* (conjunction)....*Lalu* (conjunction)....*juga* (conjunction) di pakai membangun infrastruktur DKI. *Kalau* (conjunction) dalam sepuluh tahun mereka membangun mereka berkewajiban mendeportribusi *kita* (reference of Ahok and his team)...saat ini....*dan* (conjunction).....rumah susun kita selesai. *Nah* (conjunction)....*yang* (conjunction) di utamakan adalah rakyat. *Makanya* (conjunction) jangan heran *kami* (reference of Ahok and his team)....terima kasih.

The fifth segment of Ahok speech debating. It can be seen as follows. “...Ya intinya *kami* (reference) tidak sanggup melakukan *itu* (reference) jadi (conjunction) *kami* (reference) minta pendapat bagaimana.” “Aaa...*terima kasih yang di maksud begini sebetulnya* (ellipsis), *kami* (reference) selama ini mau melakukan normalisasi sungai *makanya* (conjunction) *kami* (reference) berusaha membangun banyak rumah susun memindahkan *lalu* (conjunction) *kami* (reference) *juga* (conjunction) mengerti biaya hidup dari rumah susun *dan* (conjunction) tempa jauh udah mahal *makanya* (conjunction) *kami* (reference)Kenapa? *karena* (conjunction) ada PP Peraturan Pemerintah nomer tiga puluh delapan tahun dua ribu sebelas itu jelas di katakan bangunan *yang* (conjunction)...*supaya* (conjunction) fungsi sembadan sungai kembali seperti sedia kala. *Lalu* (conjunction) bagaimana...*kalau* (conjunction) *Karena* (conjunction) Jakarta ini sembadan sungai *yang* (conjunction) di maksud adalah bukan hanya daerah aliran sungainya, termasuk juga jalan inspeksinya *yang* (conjunction) kira-kira delapan sampai sepuluh meter. *Jadi* (conjunction)..sungai *yang* (conjunction) *kita* (reference) normalisasi *yang* (conjunction) sudah kitanormalisasi *kalau* (conjunction) tidak ada jalannya. Ah...*jadi* (conjunction) inilah (reference of all the concept) *yang* (conjunction) kami tanyakan bagaimana dapat 350 hektar, bagaimana caranya agar tidak melanggar PP. No. 38 tahun 2011 *yang* (conjunction) menugaskan *kita* (reference) menertibkan bangunan di atas sembadan sungai terima kasih. “....*Apa itu kami 5% sudah* (ellipsis)” “Ya...sebetulnya *kita* (reference) maklum ya Jakarta ini adalah Kota besar orangnya banyak, misalnya dari Ombudsman *kami* (reference) *juara enambelas kata Ombudsman tapi* (conjunction) *dari tiga puluh tiga* (subtitution) Propinsi. *Kalau* (conjunction) Pak Anies ke Mendikbud juara dua puluh dua dari dua puluh dua kementrian gitu lho, *itu* (reference) yang jadi masalah kan? *Nah* (conjunction) *ini*

(reference) yang (conjunction) kami (reference) sampaikan adalah progress....kami (reference) tiga setengah yang (conjunction) nasional cuma dua. Nah (conjunction) Ini yang (conjunction) penting progresnya, kalau (conjunction) kita lihat semua progresnya DKI makin lama itu makin membaik. Nah (conjunction) karena (conjunction) yang dating juga (conjunction) banyak misalnya KJP plus. KJP plus untuk (conjunction) sekolah ya oke. Bagi kami KJP ini betul-betul membantu siswa. Makanya (conjunction) sekarang kita (reference).....(ellipsis).....untuk (conjunction) minjam uang buat naik kelas, gak ada lagi. Bahkan (conjunction) sekarang orang sudah semangat kalau (conjunction) kuliah langsung dapat delapan belas juta. Malah (conjunction) tahun ini kami evaluasi mungkin Jakarta butuh dua puluh lima sampai tiga puluh juta. Nah, (conjunction) kami (reference) ini mendidik, mendidik anak-anak ini memakai kartu (lexical synonym),....gesek (lexical ties of kartu) katanya (reference of anak kampus). Ini (reference of all the statement before) untuk (conjunction) menaikkan kepercayaan diri mereka, inilah (reference of all the statement before) indikasi yang (conjunction) kami maksud, terima kasih.

The sixth segment of AHOK speech debating. It can be seen as follows. “ Ya.. Itulah yang kami (reference) katakan DKI ini kaya raya, kenapa kaya raya karena (conjunction) masih punya ruang, udara dan (conjunction) ruang bawah tanah termasuk laut (substitution) yang (conjunction) belum di kelolah dengan (conjunction) baik (ellipsis). Nah, (conjunction) inilah (reference of all the statement before) yang kami (reference) tawarkan. Kami (reference) mulai mentugaskan pada BUMD kami (reference) untuk (conjunction) menguasai termasuk TOD Transit Oriented Development di mana ada stasiun-stasiun maka (conjunction) radius tiga ratus lima puluh meter dari stasiun itu di kuasai oleh – BUMD-BUMD kami. Ini (reference) yang (reference) lalukakn, jadi (conjunction) prinsip kami (reference) sangat sederhana. DKI kaya kita (reference) akan memanfaatkan KRB tadi ya di kritik seolah-olah di deskresi, bukan. Ini (reference) memanfaatkan ruang atas dan (conjunction) bawah tanah untuk (conjunction) membangun infrastruktur (lexical ties of ruang atas dan (conjunction) bawah tanah) DKI.....Monas itu kalau (conjunction) kita (reference) katakan lima puluh hektar saja, kita (reference) gali lima meter ke dalam bayangin kalau (conjunction) lima puluh hektar itu lima ratus ribu meter persegi dua juta stengah. Gak ada orang yang (conjunction).....bayangkan kalau (conjunction) kita (reference) pakai semua itu untuk (conjunction) menjadi properti milik (Lexical ties) BUMD-BUMD DKI baru kita (reference) kerja sama, terima kasih.

Regarding with all the finding of Ahok’s speech debating above, there are some cohesions used in the Ahok’s speech for six segments. It is can be seen as following.

1) Reference

Based on the six segment there are one hundred and three times of reference appear in Ahok’s speech. The first segment reference appears sixteen times and the words “kami or kita” refers to Ahok and his team work. In the second segment reference appear twenty four times and the word “ini” consists of two times which refers to all the statements before that is “ini” jelaskan banyak sekali orang...ini bukan Superman..”The word “kami” appear sixteen times that refers to Ahok’s and his team. The word “dia” in the sentence of “ banyak PNS ...Dia katakan saya” refers to the employee of civil servant (PNS). In the third segment reference appear fifteen times and the word “itu” consists of one times that is...jual itu hanya untuk orang...in which “itu” refers to program pekerja. Also, reference of “kami” that refers to ahok and his team. In the fourth segment reference appear sixteen times and the word “kami “ refers to Ahok and his team. As well as the word “ini” in the statement: Ukuran tiga puluh....Ini akan mendorong...refers to program kerja. Also, the word “nyain gajinya” refers

to society. And “*tahun ini*” refers to the year of 2017. In the fifth segment reference appear nineteen times and the word “*kami and kita*” refers to Ahok and his team consists of eighteen. The word “*itu*” Ya intinya....tidak sanggup melakukan itu, jadi...minta pendapat....refers to the program. Also, the word “*katanya*”*sekarang anak-anak kampus bangga belanja ke tokoh Gramediakatanya*. The word “*ini*” refers to the statement before, that is. Nah, ini....sampaikan adalah...The last one is sixth segment reference appear thirteen times and the word “*kami and kita*” refers to Ahok and his team consists of nine times. The word “*ini*” refers to all the plan which states. *Ini memanfaatkan ruang atas*.

2) Substitution

Based on the six segment substitution appears five times, those are: *superman* substitute by *one man show*. *Hal...substitute Juara enam belas dari tiga puluh tiga* (substitution). *Ruang udara dan ruang bawah tanah* (substitution).

3) Ellipsis

Based on the six segment ellipsis appear five times, those are: in the second segment *Jadi semua minus ada lalu orang merasa kok saya main pukul tidak merangkul* (ellipsis)....*ini halal* (ellipsis) *Bagaimana mungkin Jakarta tidak bersih kalau pegawai-pegawai tidak bekerja dengan hati....*(ellipsis) *Bukan karena takut tapi mereka merasa ini Jakarta kami bersama terima kasih.* (ellipsis). In the fourth segment ellipsis appear for one times such as: *Perlu saya jelaskan soal transportasi yang kita lakukan ini, bukan membangun jalan terus.*

4) Conjunction

Based on the six segment conjunction consists of hundred and sixty seven times, in the first segment conjunction consists of thirtieth times such as: *atau, kalau, tapi kalau, jadi, nah, untuk, lalu, ketika*. There is one word of “*dengan*” but it relates to adjectives...*dengan beda....*. In the second segment appears thirtieth times *dan, jadi, hanya, kalau, maka, karena, tapi*. There is one word of “*dengan*” “....tidak bekerja dengan hati....relates to adjective. It is not for conjunction. In the third segment conjunction appear of thirty times such as: *dan, tapi, maka, selain, dengan, juga, kalau, ketika, nah, padahal*. In the fourth segment conjunction appear for twenty one times such as *maka, lalu, karena, tapi, jadi, bahkan, atau*. In the fifth segment conjunction appear for thirty seven times such as: *nah, maka, lalu, karena, tapi, jadi, bahkan, atau*. In the sixth segment conjunction appear for fifteen times such as: *dan, maka, kalau*.

5) Lexical Cohesion.

Based on six segment lexical cohesion consists of ten times there are synonym consists of nine times and hyponym one time. Lexical synonym appear for five times in the first segment “*Pelayanan publik*” as the lexical synonym. “*Penataan kota*” as the lexical synonym. “*warga*” as lexical synonym with publik and society. “*hasrat empati*” are lexical synonym, and “*orang*” as the lexical synonym of *public and society*. Lexical synonym used is one time in the second segment, that is:....*Kita ngerti....misalnya contoh....*Lexical synonym appears one time in the third segment that is *..di kuasai oleh swasta....harus menghargai...oleh investor*. Lexical synonym appear one time in the fifth segment, that is: “*kartu and gesek*” as insentence of mendidik... *memakai kartu, sekarangPakai gesek*. Lexical synonym in the sixth segment appear one time in the word “*infrastruktur*” that is...*ruang atas dan bawah tanah untuk membangun infrastruktur*. Additionally, the word “*milik*”*pakai semua itu untuk menjadi properti milik*.”. Lexical hyponym in the first segment consists of one that is “*pelayan-pelayan*” as the lexical hyponim with the workers of “*badan pelayanan terpadu*.” Based on the explanation above, it is obvious that the reference

of *kami* or *kita* as the dominant used by Ahok in his speech. It is related to the situation of this text that is the speaker or Ahok intend to declare about Ahok and his team will be the good leader of Jakarta. Also, the reference of '*ini*' and '*itu*' that refers to all the previous statement. The conjunctions used such as '*maka, nah, jadi, lalu, bahkan*' means there is a consequence as well as '*karena, tapi*' means to explain the reason of something. Furthermore, the cohesion of '*atau*' for choice. Additionally, Ellipsis as reducing some words or sentences but the sentence is understandable. Ellipsis appears two times in this speech. It is ommonly happened in speaking when the speaker does not convey the sentence perfectly but the listener can know the meaning of the sentence. Finally, lexical synonym such as "*kartu and gesek*, and *infrastruktur* for *ruang atas* and *bawah tanah...infrastruktur* in Ahok tries to make the audience understand well about the word he said.

CONCLUSIONS

In this research, the researcher presents the cohesion in Ahok speech debating of governor candidate in Jakarta 2017. The cohesion used by Ahok are :

1. Reference, example of reference is "saya teringat ketika 2013 kami (*reference*) mengeluarkan badan pelayanan terpadu satu pintu". The word "kami" here refers to Ahok and his team.
2. Subtitution, example of subtitution is "hal (subtitution) yang jauh sekali (subtitute by orang miskin/society).
3. Conjunction, example of conjunction is "kami yang (*conjunction*) tidak pernah berpikir seperti kami yang (*conjunction*) jujur ini bisa naik jadi eslon dua tapi dengan (*conjunction*) seleksi promosi terbuka yang (*conjunction*) Bapak lakukan".
4. Ellipsis, example of ellipsis is "Kenapa? Karena tidak mudah untuk mencapai target yang kami berikan. Jadi semua minus ada lalu orang merasa kok saya main pukul tidak merangkul (*ellipsis*)".
5. Lexical cohesion, consists of synonym and hyponym. Example of synonym is "investor (*lexical synonym*) with swasta". Example of hyponym is "society (lexical hyponym) with pelayanan publik".

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BIODATA

Finuri H. Kollan, S. Pd. She is a Student at postgraduate level of Nusa Cendana University and still in 1st semester. She was completed her undergraduate at Artha Wacana Christian University in 2017, and continued on postgraduate. She work as a concierge in Manduna Resort at Rote Island especially in Eltari Airport. She is interesting of singing, reading, collecting the religious books, and traveling around the world, playing tennis is her favourite sport.

A DESCRIPTIVE STUDY OF “LILING-LILING TEBA LILING HENA HENA” A SONG USED IN LEGO-LEGO DANCE IN ALOR

Godrius S. Djahimo¹⁾, John W. Haan²⁾, Santri E. P. Djahimo³⁾

Corresponding Author: Santri E. P. Djahimo (sunthree_dj@yahoo.com)

English Department, Nusa Cendana University, Kupang, Indonesia

ABSTRACT

This research aims at knowing the following issues: the lyrics of “*Liling-Liling Teba Liling Hena-Hena*”, a song used in Lego-Lego dance in Mawar Village of Alor Regency; the meaning of the song lyrics; and the values that people can learn from the lyrics. The research has used descriptive qualitative research and the subjects of this research were two members of Lego-Lego dance group in Mawar Village, East Pantar Sub-District of Alor Regency. Interview has been used as the instrument to collect the data. The data has then been analyzed descriptively by using three techniques, such transcription, translation and identification. The results show that: 1) “*Liling-liling teba liling hena-hena*” means dancing together arm in arm. It has been revealed from this first part of the lyrics that the values are togetherness and unity. Everyone is the same because no difference in social status. 2) “*Koro hena-hena, hena naing ledang wulang naing ledang*” means dancing arm in arm until the moon sets. In the second part of the song, we can learn that the togetherness is forever or there is no limit in having a good relation with each other. 3) “*Sorong tanga lensu bunga-bunga wai holong lensu wai holong*” means to hold hands while passing around a handkerchief with flower design. In this part of the lyrics we can learn how people make togetherness more meaningful by passing the flowery handkerchief. Passing this kind of handkerchief is the symbol of beautiful and colorful in their togetherness. 4) “*Gae kala gula latang lolong deki hulu nani mbain dike rasa mbain dike*” means that sago has been prepared to eat on ‘*bale-bale*’ (a traditional chair made of bamboo), thus, it creates comfortable and lovely atmosphere to make people happier. It can be learnt from this part that togetherness is not only in the situation of dancing together but also when they are having meal or sitting together in *bale-bale*. This research suggests the adults help the youth and children to understand the meanings and values of this song and any other songs or other traditional ways so they will not extinct.

Keywords: *Liling-Liling Teba Liling Hena Hena, Lego-Lego, Dance*

INTRODUCTION

Human beings interact and need each other. In this common sense, people need a medium to interact or to share what they are thinking about. The medium is called language. Language is a *coding system* and a means by which information may be transmitted or shared between two or more communicators for purposes of *command, instruction or play* (Mitchell, 2003). Both language and society become inseparable parts. Human beings use language for many purposes such as, to express their ideas, feelings and also to solve problems in certain situations. Foley (1997: 15) says that the most common thing people do in social interaction is making meanings and values with each other using language.

Language is a part of culture used to educate people in communication and interaction. It refers to an important interaction of human and essence of social phenomenon (Haan, 2001:6-7). Language consists of different elements and it has characteristics. Each characteristics of the language in society has meanings, it means that language used in one society is different from the one used in another because every culture has its own language and people from different culture have different language. Therefore, language and culture cannot be separated and they become very important things in human life.

In East Nusa Tenggara, there are many dialects as well as cultures. Some of them can be found in Alor regency. Alor has their dialects and cultures. One of their cultural products which is familiar to the people of Alor is lego-lego dance. Lego-lego is a traditional dance that is performed while singing traditional songs.

A traditional song in traditional ritual and lego-lego dance are parts oral literature and they cannot be separated. As an oral literature, lego-lego is an art, raised in the society and regularly handed by ancestor thought narrative or adoption. The development of lego-lego has changed according to the life of lego-lego culture owner.

The people of Mawar village use lego-lego in some ceremonies; the native speakers sing the song in all cultural celebration or ceremonies. However, lego-lego as a part of cultural ceremony used to express information of culture.

THEORETICAL FRAMEWORK

Language is a tool of communication used by people in a social community, in form of vocal-tone symbol, which is produced by human speech organs (Keraf, 1984: 16). It means that a language does always exist in a speech community and it cannot be separated. It is also a systematic means of communicating ideas, thoughts or feelings by the use of conventionalized signs, sound, gestures or marks having understood meanings (Hornby, 1995: 662). Finochiaro (1974: 3) comes up with more complex definition that language is a system of arbitrary of vocal symbols which permits all people in a given culture or other people who have learned the system of that culture to communicate or to interact. From the definitions above, there are at least three main elements contained in language namely: system (symbol, sign, gestures, sound), users (speech community, human beings), and communication (purpose).

According to Hofstede, (1984: 51) in Clara (2003: 2), "Culture is the collective programming of the mind which distinguishes the members of one category of people from another", Lederach, (1995: 9) in Clara (2003: 2) said that "Culture is the shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing, and responding to social realities around them". Everything that occurs within a culture has meaning because cultural elements represent the view and outlook of that cultural group. By looking closely at a variety of cultural practices and attempting to interpret the view of these practices, we can try to figure how a cultural group thinks, and what the members think is important. To analyze a society, social scientists examine certain components of culture. A few indicators of culture that exist in society are symbols, norms and rules of behavior, values and objects. Thus culture of a society is comprised of at least three distinct elements: What people think or what ideas they uphold? What they do i.e. what values they pursue and the material products or aesthetic forms they create, which largely moulds the tradition of the past and the aspirations for the future. Ideas give rise to habits and beliefs thereby perpetuating themselves through social institutions that provide stability (Manaktala, 2003).

The values of a culture are formed by interplay of both ideas and aesthetic forms and provide norms of conduct, standards of behavior, and sources of faith and vision. Of these three elements of culture, the values are of the greatest importance. Values develop the precious assets of wisdom and discrimination in specific culture; and they also provide the dynamism for action and change, and impart vitality and quality to the life of the people. The understanding of a particular culture requires a correct comprehension of the ideas underlying

it and a measure of intelligence of its aesthetic forms; it is however, the values of a culture that contain its essence and offer the best way of understanding it and participating in it.

Literature is the using of words in a performance of entertaining display and literature can also give pleasure to the people who watch the performance and also to the performers. Literature can be applied in fiction, story tale, or play (Barnet, 1966: 05 in Sayuti, 2000). According to Cline (1998), there are two kinds of literature: 1) literature of knowledge, deals with the facts, science and reality; and, 2) Literature of imagination, deals with the writer's invention of a story that embodies trust of human nature. It covers the description of a person, ideas and even feelings. According to Sayuti (2000: 94), literature has several functions for human being. The function could be entertaining, didactic, moral and spiritual.

The expression of society to the culture which has passed from one generation to another is called oral literature or in other words culture that spread orally from one to others and from generation to generation. According to Misa (2007: 42) in Sayuti (2000), oral literature is a kind of literature which is talked by a person. In oral literature, we find a traditional poetry. The word poetry is derived from Greek; poieo (*to create*). A poem is a piece of writing arranged in lines, usually with a rhythm and often with a pattern of rhymes. Traditionalists believe that poetry give enduring and universal life to what was merely transitory and particular. Through them, the poet expresses his vision, real or imaginative, and he does so in forms those are intelligible and pleasurable to others, and likely to arouse emotions (Manaktala, 2003).

RESEARCH METHOD

This research was conducted using descriptive qualitative method among the society to find out the lyrics of the song, the meaning and values that can be learned from the song. The subject of this research was members of Lego-Lego dance group in Mawar Village, East Pantar Sub-District of Alor Regency, who knows the lyrics and the literal meaning of the song. The instrument used in this research is interview held in April 2013. The data was collected by asking the natives and then it was analyzed descriptively using three techniques, such as transcription, translation and identification.

FINDINGS AND DISCUSSION

The lyrics of Liling-Liling Teba Liling Hena-Hena, song used in lego-lego dance in Mawar village of Alor regency are:

*Liling-liling teba liling hena-hena
Koro hena-hena, hena naing ledang wulang naing ledang*

Koro hena-hena, hena naing ledang wulang naing ledang

Sorong tanga lensu bunga-bunga

Wai holong lensu wai holong

Gae kala gula latang lolong deki hulu nani mbain dike rasa mbain dike

The translation of the lyrics:

Liling-liling teba liling hena-hena
 We are dancing together arm in arm
Koro hena-hena, hena naing ledang wulang naing ledang
 Dancing arm in arm until the moon sets

Koro hena-hena, hena naing ledang wulang naing ledang
 Dancing arm in arm until the moon sets

Sorong tanga lensu bunga-bunga wai holong lensu wai holong
 Holding hands and pass a flower designed handkerchief around

Gae kala gula latang lolong deki hulu nani mbain dike rasa mbain dike
 And sago is prepared to eat on the bale-bale, thus it makes the people happier

Table 1. List of vocabulary

No.	Words (East Pantar Dialect)	Meaning In English
1.	Liling	Come
2.	Teba	Together
3.	Hena	Armn in Arm
4.	Koro	Dance
5.	Naing	Until
6.	Ledang	Sets
7.	Wulang	Moon
8.	Sorong	Pass
9.	Tanga	Hand
10.	Lensu	Handkerchief
11.	Bunga	Flower
12.	Wai	Design
13.	Holong	Each Other
14.	Gae	And
15.	Kala	Prepare
16.	Gula	Sugar (in this context 'Sago)
17.	Latang	Eat
18.	Lolong	To do
19.	Deki	Place to sit together made of bamboo (<i>bale-bale</i>)
20.	Hulu	On
21.	Nani	Thus
22.	Mbain	Happy
23.	Dike	It
24.	Rasa	Flavor or Taste

Table 2. The values found in the lyrics

NO	LYRICS	ENGLISH	VALUES	
			MORAL VALUES	SOCIAL VALUES
1	<i>Liling-liling teba liling hena-hena</i>	We are dancing together arm in arm	Togetherness	Everyone is seen the same regardless their social status, age or even gender.
2	<i>Koro hena-hena, hena naing ledang wulang naing ledang</i>	Dancing arm in arm until the moon sets	Togetherness	The togetherness is forever, it means there is no limit of time in building a good relationship with each other.
3	<i>Sorong tanga lensu bunga-bunga wai holong lensu wai holong</i>	Holding hands and pass a flower designed handkerchief around	Togetherness	Living in togetherness is beautiful.
4	<i>Gae kala gula datang lolong deki hulu nani mbain dike rasa mbain dike</i>	And sago is prepared to eat on the bale-bale, thus it makes the people happier	Togetherness	Living together and enjoy anything in life.

1. Moral Value

The moral values found in the lyrics of the song are about how the people enjoy their togetherness by dancing together to the song.

The first part of the lyrics, “*Liling-liling teba liling hena-hena*” which means *dancing together arm in arm*. From this first part of the lyrics, we can learn that the values of the lyrics are togetherness and unity. Everyone is seen the same and there are no thoughts of different social class. The next part is “*Koro hena-hena, hena naing ledang wulang naing ledang*” which means *dancing arm in arm until the moon sets*.

In the second part of the song we can learn that the togetherness is forever or there is no limit in having a good relation with each other. The third part is “*Sorong tanga lensu bunga-bunga wai holong lensu wai holong*” which means *holding hands and pass around a flower designed handkerchief*. In this part of the lyrics we can learn how the people make the togetherness more meaningful by passing the flower designed handkerchief. Passing the flower handkerchief is like the symbol of beauty and colors in their togetherness.

The last part is “*Gae kala gula datang lolong deki hulu nani mbain dike rasa mbain dike*” which means *sago is prepared to eat on the bale-bale, thus it makes the situation great and make the people happier*. From this part we can learn that the togetherness is not only in the

situation of dancing together but also when they are having meal or sitting together in *bale-bale*.

2. Social Value

The second value found in this lyrics is social value. The social value found in the lyrics are as follows:

The social value in the first part of the lyrics "*Liling-liling teba liling hena-hena*" which means *dancing together arm in arm* shows that everybody is seen the same without looking at their social class, though they get along, sing and dance together.

The next part is "*Koro hena-hena, hena naing ledang wulang naing ledang*" which means *dancing arm in arm until the moon sets* shows that togetherness is forever, or there is no time limit in building relationship.

In the third part of the lyrics, "*Sorong tanga lensu bunga-bunga wai holong lensu wai holong*" which means *holding hands and pass around a flower designed handkerchief*. This part shows that living together is beautiful. The flower designed handkerchief is the symbol of beauty.

The last part of the lyrics is "*Gae kala gula latang lolong deki hulu nani mbain dike rasa mbain dike*" means *sago is prepared to eat on the bale-bale, thus it makes the situation great and make the people happier*. This shows how the people enjoy not only dancing and singing together but also eating *sago* together on the *bale-bale*.

CONCLUSIONS

Based on the result of the analysis, the writer draws conclusion there are some meanings and values found in the traditional song lyrics used in *lego-lego* dance in Mawar village in East Pantar, Alor regency, as follows:

1. *Liling-liling teba liling hena-hena koro hena-hena*

Artificial meaning: We come together arm in arm and dance

From this first part of the lyrics, there are two values found. They are moral value and social value that explained the meaning of the lyrics.

2. *Koro hena-hena, hena naing ledang wulang naing ledang*

Artificial meaning: Dancing together until the moon sets.

From this part of the lyrics, there are also two values found. They are moral value and social value that explained the meaning of the lyrics.

3. *Sorong tanga lensu bunga-bunga, wai holong lensu wai holong*

Artificial meaning: Holding hands and pass around a flower designed handkerchief.

From this part, there are also two values found. They are moral value and social value that explained the meaning of the lyrics.

4. *Gae kala gula latang lolong deki hulu nani mbain dike rasa mbain dike*
Artificial meaning: *Sago is prepared to eat on the bale-bale, thus it makes the situation great and the people happier.*

From this part, there are also two values found. They are moral value and social value that explained the meaning of the lyrics.

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BIODATA

¹⁾**Godrius Seprian Djahimo** graduated from English Study Program of FKIP, Nusa Cendana University (UNDANA). He is currently a student of graduate English Education Study Program, UNDANA.

²⁾**Drs. John W. Haan, MA, Ph.D.** is currently a lecturer at the English Study Program, Faculty of Teacher Training and Educational Sciences, Nusa Cendana University, Kupang, NTT.

³⁾**Santri E. P. Djahimo, S.Pd., M.App.Ling., Ph.D.** is currently a lecturer at the English Study Program, Faculty of Teacher Training and Educational Sciences, Nusa Cendana University, Kupang, NTT.

THE STUDY ON THE STRUCTURES AND FUNCTION OF *UMPASA* (RHYME) OF TRADITIONAL WEDDING CEREMONY OF THE *BATAK TOBA*

M. K. Triningsih

SiringoringoTriningsih@gmail.com

Graduate English Study Program, Timor University

ABSTRACT

This study entitled, The Study on the Structures and Functions of *Umpasa* (Rhyme) of Traditional Wedding Ceremony of the *Batak Toba*, was carried out to know the structure and function of *Umpasa* of traditional wedding ceremony of the *Batak Toba*. The objectives of the study are (1) to know the structures of *Umpasa* (Rhyme) of traditional wedding ceremony of the *Batak Toba* and (2) to know the functions of *Umpasa* (Rhyme) of the *Batak Toba*. The values are: aesthetic value, religious value, historical value, educational value, philosophical value, social value and morality value. The method used in this study is descriptive Qualitative method. This method was used to collect the data from the field of the research. The findings of the research in this study prove that there were four structures. The structures found were: diction/choice, larik/line, rhyme, and rhythm. While the function found were: Religious function, social function, cultural function and education function. Based on the result of analysis the writer concluded and suggested that perpetuate the *umpasa* into specific and given contribution to the development of Indonesian literary theory and document in general.

Keywords: *Umpasa, Traditional Wedding, Batak Toba*

INTRODUCTION

Literature as a branch of art that is an integral element of a culture that is quite old. Literature has become part of the experience of human life since first, both from the human aspects as the creator and the human aspect as lover's. Literature creation is the outpouring of the inner experience of authors about the phenomenon of social life and the culture of society at the time. It is also an expression of events, ideas, concept and life values mentated therein. Literature questioned human beings at all aspects of life so that the work is useful to know humans and culture in a certain period.

Tradition is a set of cultures appear to develop from a period of time. Tradition is a belief or behavior passed down within a group or society with symbolic meaning or special significance with origins in the past. The society's tradition is actually tied with the creator and the ancients or other social activity. It means that difference on the way to do and the things used from human being are related from time to time. Oral tradition is a part of culture that reflected the system of social, regional, economy, education and politic. Tradition is also identified, and framing the questions in, and of, the field.

Indonesia has many islands, each island consists of provinces that have different tribe and culture. Each tribe has its own tradition and uniqueness. The uniqueness of the traditions of these tribes can be seen from several customary activities such as birth, marriage, death, and so on. From all customary activities, wedding ceremony is the most favorite activity which still uses the prevailing custom because in the wedding ceremony, each tribe usually will show proudly in order to introduce its uniqueness which will differentiate its customs with wedding procession activity. Batak is one of the tribes in Indonesia which originally comes from the original Tapanuli, North Sumatra. Batak itself is divided into 5 sub - ethnics, they are, Batak Toba, Angkola, Simalungun, Karo, Mandailing and Pakpak.

Therefore, there are many Batakese today's generations who have not been familiar with their own customs. This becomes a problem for the Batakese, because they will eventually not know anymore Batak Toba culture itself, so family name (*marga*) that they have just will become a self-identity whereas forms and procedures for marriage are different for each region which is generally influenced by the public kinship system and local customary law. It is held in a number of series that customarily maintained and preserved by the community. Moreover, Batakese people believe that if they get married without running a customary procession that has been inherited, the marriage will not be legitimate by custom. Marriage is patrilineal which aims to preserve the descent of the husband in the line of men, according to family law, because land rights, property, name and position can only be inherited by males.

Batak Toba people has one of the traditions that can be grouped in the form of an old poem called *umpasa*. *Umpasa* is a literary work in the form of a poem that contains a statement of blessing, advice and prayer for the people who heard it, usually used in traditional ceremonies. *Umpasa* composed with the terms of the coupleting, rhyming and rhythmic and hardened again by the number of rows and certain syllables. The speakers of *umpasa* just people who have predicate parent or who understand customary law and its application, commonly called *Raja Parhata*.

The words are arranged in the form of a sentence on *umpasa* contains the value of poetic, contains the philosophy of the life, ethics, decency, law and society. *Umpasa* more likely to contain a request that the ideals of life of each community of Batak Toba contain: *Hangabea* (happiness) *Hamoroan* (wealth) *Hasangapaon* (respected) and *Saur Matua* (long live and prosper). The use of *umpasa* done when the traditional wedding ceremony took place as a media of communication and a plea to God for groups that have a stake in the traditional wedding ceremony. The atmosphere will be alive if the speaker of the corresponding groups using *umpasa* with eloquent and rhythmic while showing his ability as a symbol that the group know and understand the ceremony well.

The social system of the Batak Toba contained in the framework of the concept of *Dalihan na Tolu*, that is the stove stone three. The third leg of the stove each have a function and position that should not be separated and exchanged to keep the balance. The three elements *Dalihan na Tolu* consists of: First, *Dongan Sabutuhameans* that the consisting of men's one forebears. Second, *Boru* means that the recipients blood/woman ranging from the child, husband the old men of her husband. Third *Hula-hula* means that the based on the generation giving blood/wife. In each of the three elements of the marriage *Dalihan na Tolu* must present and discussion to carry out the right and duty as indigenous apply and there are some of the process has implemented before. The right and obligation in summary into some activities that have a symbol of but in this opportunity only three a symbol of in general discussed namely the use of *umpasa*, giving *sinamot* (dowry) and giving *ulos* (cloth). There's a "value" very held firm by the community so to say something should be line with words that made its significance indistinct but quite incomprehensible. Usually they use *umpama* (parable) and *umpasa* (rhyme) to say something to a person or group when do.

Batak Toba people is one of the ethnic groups is still strong to maintain the tradition of traditional rituals in various stages of the events included in the events of the wedding. In performing traditional rituals the Batak people not only involve the close family but also the whole relatives concerned. Interesting many of the Batak people began to move to large cities or a certain area turned out not to be inhibiting them to maintain their traditions. In

Kefamenanu at this time there is one communities name IKBK (Ikatan Keluarga Batak Kefa) comprising ethnic group of the Batak people who keep the tradition and do the traditional marriage although not directly occur in the Medan city.

METHOD

Research Design

This study the writer used the descriptive qualitative it was done in natural conditions. Bogdan and Taylor (1975) mentions qualitative method is a research procedure of descriptive data in the form of the written word and oral of people. So the activity of collecting data is made by the researcher itself with native speaker. The method applied in this study is able to analyze the structures and function of *Umpasa* more clearly and detail.

Informant of the Study

In this study the writer choose Batak community in Kefamenanu to get the data needed. From the subject of the research, writer choose several old men as informants and native speaker who have ability to tell or explain and practice directly about *Umpasa* in wedding. In other words, writer selected those informants that are capable or have a good knowledge about the *Umpasa* wedding itself.

Sugiyono (2008) by quoting Spradleys's opinion said that informants should meet the following criteria: those who master or understand something, those who are classified are still involved in the activities being studied and those who have sufficient time to be asked information.

Based on these criteria, the informants in this study such as:

1. The informants really knows about *Umpasa* wedding it means that the informant should master the *Umpasa* wedding.
2. The informant doesn't have many physical effect.
3. The age informant is more than 45-50 years old, its believe that the informants always remind about *Umpasa* wedding.
4. The informants is ready to give information

Instrument

The instrument that was applied to get complete data about *Umpasa* in wedding is an oral interview. Then, the writer used, book and recorder for analysing and writing down every information.

As Santoso, (2005) says that data are collected from different sources and with different means such as observation, tapes, questioners, interview, case histories, field notes.

Procedures of Data Collection

In conducting this study, there were two procedures used to collect the data, namely: library research and field research. The use of library research is to get the relevant references that can support the research. Whereas, the field research is done to get the real data of "*Umpasa*" from the informants.

There were three steps that the writer used in the field of research observation, record and interview. Observation is conducted to observe the area where the data will take place and to get the people who are able to practice directly about *Umpasa*. The writer recording it in

order to get complete information about *Umpasa*. Then, the interview was done to ask the informants who was selected based on their age, and social status.

The text was analyzed according to following aspect:

1. Structures of *Umpasa*.
2. The functions of *Umpasa*.

Techniques of Data Analysis

In analyzing the data from the field research, the writer applies some techniques to be used in analyzing this research namely:

- a. Transcribing
Transcribing is transforming oral tradition in this writing in written literature. In this procedure, the writer describing the original sentence of *Umpasa* from record to the written text by using *Bataknes* language.
- b. Codification
Codifying the structures are diction/choice of word, larik/lines, rhyme, and rhythm. Codifying function are cultural, religious, social, education and entertainment.
- c. Categorizing
In this study, the writer use the data to know the *Umpasa* based on the result of the research.
- d. Tabulating
Based on the classification above, the data we expressed in the form of table. The result of the research was put in the table.

DISCUSSION

In this part, the writer will explain the results of his research through the text publication.

Text Publication

This text publication has obtained from of the recording. This text has obtained in oral from and the writer made into the written forms. The aims of text publication is to make readers can read and understand about *Umpasa*. The *Umpasa* has been recorded and result of recording has been transcribed in written form exactly suitable the story that told by narrator.

1. Transcription

The data has obtained from the informants in oral form would be made into be written from suitable with the native speaker said based on result of the recording. So that the reader know are said by the informants.

2. Translation

Oral text has collected by the researcher need to translate into other language. Oral text of *Umpasa* is Batak language, writer translated into Indonesian language and writer translated into English. By translating this text well and understand this text. This text is translated from the original text.

No	Batak Language	Indonesian	Translation
1a	<i>Sitorop ma dangkana, sitorop ma ratingna</i>	Pohon yang banyak dahannya, banyak juga rantingnya	The big three of fully branches and leaves
1b	<i>Sitoropma nang bulungna</i>	Banyak juga daunnya maupun buahnya	Full of petals and fruit
1c	<i>Sai sitoropma hahana, torop anggina</i>	Banyak turunan, banyak keluarga	Full of spring, and families
1d	<i>Toropma nang boruna</i>	Melahirkan anak laki-laki maupun perempuan	Boys and girls are birth
1e	<i>Andor haduka, togutogumi lombu</i>	Semoga kamu beranak cucu dan panjang umur	The grandchildren and longevity will be in your hand
1f	<i>Sai sahat hamu saurmatua, togumi pahompu</i>	Sehingga sempat dituntun oleh para cucu	They will be your shepherd.
2a	<i>Dekke sale</i>	Ikan sale	The Sale fish
2b	<i>Dekke ni Simamora</i>	Ikannya Simamora	Simamora's fish
2c	<i>Tamba ni nagabe</i>	Bertambahlah kebaikan	Be kindness
2d	<i>Sai tibuma hamu mamora</i>	Semakin bertambah kekayaanmu	Be wealthy
3a	<i>Adong na tuat sian dolok</i>	Ada yang turun dari gunung	Some come down the mountain
3b	<i>Adong na nangkok sian toruan</i>	Ada yang naik dari hilir	Some climb up the Downstream
3c	<i>Adong na ro sian habinsaran</i>	Ada yang datang dari timur	Some coming from the East
3d	<i>Adong na sian hasundutan</i>	Ada dari arah barat	and West
3e	<i>Manumpak ma Debata Dilehon</i>	Tuhan memberi berkat diberi kepada kamu doa dan restu	God bless Prayers and wishes will be in your hand.
4a	<i>Andor halumpang ma</i>	Tumbuhan merambat halumpang (rotan)	The Halumpang
4b	<i>Bahen togutogu ni lombu</i>	Digunakan mengikat hidung lembu	The oxen tight
4c	<i>Saur matua ma, dipairing-iring pahompu</i>	Semoga panjang umur, sampai membimbing cucu	Wish you a long life Till the grandchildren's care.
5a	<i>Dengan ulos sirara, tiurtiur dohot rambuna</i>	Lebih baik ulos merah, teratur rumbai-rumbainya	Better the red <i>ulos</i> With neat tassel
5b	<i>Sisina marsimata, marsirat di punsuna</i>	Tepinya bermanik-manik, saling mengikat	The Beaded edges tying each other
5c	<i>Sai manumpuk ma antong Tuhan Debata Dilehon di hita pasu-pasu, tubu ma di hamu anak na marsangap, dohot boru na martua</i>	Semoga Tuhan selalu menyertai Diberikan rahmatnya, lahirlah anak yang baik dan berguna, dari anak perempuan yang berbahagia	God will be with you His grace hand in , Born up kind and bright children of a cheerly daughter.
6a	<i>Asa andor halumpang togutogu ni lombu, mamboan tu onan gambiri</i>	Ibarat rotan mengikat seekor sapi, yang dibawa ke pasar gambiri	Looking as a binding cow of rattan, brought to Gambiri market

6b	<i>Sai saurmatua ma hamu pairing-iring pahompu sahat tu na marnono sahat tu na marnini</i>	Semoga kalian panjang umur sampai beranak cucu sampai mempunyai cece dan cici	Wish you a long life till your grandchildren's birth
7a 7b	<i>Aek godang do aek laut Dos ni roha do sibaen nasaut</i>	Air sungai air laut Kesepakatan hati membuat semua terlaksana	The Seawater and river The heart appointment, everything made happen.

The Structure of Umpasa

1. Diction/choice of word

Diction means the choice of words. The choice and use of words is the main aspect in poetry or rhyme, including in *Umpasa* because through the choice of the right words *Umpasa* is more meaningful. In this rhyme found denotative meaning or true meaning.

Below it describes the use choice of word in sentences through decomposition in terms of the choice of word or diction at the same time will illustrate the meaning and background of the mind contained umpasa.

Umpasa number 1a & 1b:

Sitorop ma dangkana, sitorop ma ratingna
Sitoropma nang bulungna

Dangkana is a branch of a tree and *ratingna* means branch, this symbolizes a pair of brides that will start a family life, will have many offspring that are likened to a tree. *Sitoropma nang bulungna* means will get many boys or girls who are likened to leaves and fruit.

Umpasa number 2 a, b & c:

Dekke sale
Dekke ni Simamora
Tamba ni nagabe

Dekke sale is cooked fish but smoked which is likened to grace, *nagabe* which comes from word *gabemeans* happy. Happiness that will bring mercy to the bride and groom so that in the future they will receive a fortune in the form of a boy or girl.

Umpasa number 6 a and 6 b:

Asa andor halumpang togutogu ni lombu, mamboan tu onan gambiri
Sai saurmatua ma hamu pairing-iring pahompu sahat tu na marnono sahat tu na marnini

Andor is kind of forest plant that crawling or is called rattan, suitable to be used as a rope. The function of this plant is interpreted as a bond between husband and wife so as not to be crushed. *Onan gambiri* states that the market likens the bride or groom to have a new family.

As a whole, both bride and groom will be united and prayed that their families will remain intact someday.

2. Larik/Lines

Umpasa consists of several stanzas and each stanza consists of several lines. Each line of *Umpasa* consists of two parts. The first as a sampiran which serves to provide an eufonis introduction, that is sound that is pleasant to hear and ends in a word that rhymes with the

words that appear on the lines. The second part as the meaning of *Umpasa*. In this case there are two lines, three lines, four lines, and has more than four lines.

Further explanation of the four types of *Umpasa* is given bellow:

1. Umpasa two lines

These *umpasa* tend to be classified into *karmina* (quick rhyme) the first line as *sampiran* and the second lines as content or meaning, for example see *umpasa* number four:

*Aek godang do aek laut sampiran }
Dos ni roha do sibaen nasaut content }*

2. Umpasa three lines

Characteristics *umpasa* three lines can be explained as follows, the first line and second lines as *sampiran* and third lines as contents, for example see *umpasa* number four:

*Andor halumpang ma sampiran }
Bahen togutogu ni lombu }
Saur matua ma, ro dipairing-iring pahompu content }*

Sampiran functions as an euphoric introduction, namely sound that is pleasant to hear and ends in a word that rhymes. The second part or content embodies the meaning and intent of *Umpasa*.

Andor is kind of forest plant that crawling or is called rattan, suitable to be used as a rope. The function of this plant is interpreted as a bond between husband and wife so as not to be crushed. *Saur matua ma, ro dipairing-iring pahompumeans* hope for the bride so that their family remains eternal until they have grandchildren.

3. Umpasa four lines

It is often said that *Umpasa* four lines based on the Indonesian literary. Characterisation *Umpasa* four lines same with Indonesia literary, the first and second lines as *sampiran* the third lines and four lines as contents. For example see *umpasa* number two:

*Dekke sale }
Dekke ni Simamora sampiran }
Tamba ni nagabe }
Sai tibuma hamu mamora content }*

Dekke sale is cooked fish but smoked which is likened to grace. *Tamba ni nagabe, sai tibuma hamu momoralike* a group fish along the line like a group of *Simamora*, get the peace or prosperity and happiness of newly married brides.

4. Umpasa more than four lines

Total *Umpasa* with more than four lines consists of five lines or six lines.

1. Umpasa five lines consists of the first two lines are *sampiran*, the next three lines are content, for example see *umpasa* number three:

*Adong na tuat sian dolok }
Adong na nangkok sian toruan sampiran }
Adong na ro sian habinsaran }
Adong na sian hasundutan content }
Manumpak ma Debata Dilehon }*

Mean of *adong na tuat sian dolok*, *adong na nangkok sian toruan* is a way or direction of destination. *Adong na sian hasundutan, manumpak ma Debata Dilehon* means in line with the words to unite in prayer to God to be one goal of fostering a household.

2. Umpasa six lines consisting of the first three lines are the sampiran and the next three lines are contents, for example see umpasa number one:

Sampiran functions as an euphoric introduction, namely sound that is pleasant to hear and ends in a word that rhymes. The second part or content embodies the meaning and intent of *Umpasa*.

<i>Sitorop ma dangkana, sitorop ma ratingna</i>	}	sampiran
<i>Sitoropma nang bulungna</i>		
<i>Sai sitoropma hahana, torop anggina</i>		
<i>Toropma nang boruna</i>	}	content
<i>Andor haduka, togutogumi lombu</i>		
<i>Sai sahat hamu saurmatua, togumi pahompu</i>		

Sampiran means fertile trees with lots of stalks and twigs as well as life for the bride and groom so that in then future they have many off spring. While the content is hope and prayer, the newly married bride gets many boys or girl.

3. Rhyme

A rhyme is produced by the series of repeating word and sound. It can be produced by a recurrence of sound but rhythm and sound are not identical. Some lines of poem below just emphasize about the right way in this word when we won't to do something.

- a. *Sitorop ma dangkana, sitorop ma ratingna*
Sitoropma nang bulungna
Sai sitoropma hahana, torop anggina
Toropma nang boruna
Andor haduka, togutogumi lombu
Sai sahat hamu saurmatua, togumi pahompu
- b. *Dekke sale*
Dekke ni Simamora
Tamba ni nagabe
Sai tibuma hamu mamora
- c. *Adong na tuat sian dolok*
Adong na nangkok sian toruan
Adong na ro sian habinsaran
Adong nasian hasundutan
Manumpak ma Debata Dilehon

The citation that are underlined above is say – repetitive word sound same constitute uttering from the speaker for the purpose bears out that momentary silent audience so listen to the audience orders that will speak out by the speaker that promising imprecise audience what does they have kept faith.

4. Rhythm

Rhythm in *umpasa*, in essence the same as talking about the *umpasa* line. This is because the *umpasa* line is not determined by word pressure, but depends on syntactic unity in each line.

The tagging of the *umpasa* intonation is based on the results of the analysis of prosodic elements namely. To mark the high and low sounds are used marks number, 1 to 4.

Number 1 → low tone

1 → medium tone

2 → high pitch

3 → highest note

To know rhythm *umpasa* let's see the following marks:

a. *Umpasa* six lines

2 2 3 2 2 3 2 2 2 3
Sitorop ma dangkana, sitorop ratingna
 2 2 3 3 2 1 3
Sitoropma nang bulungna
 2 2 3 2 2 2 2 2
Sai sitoropma hahana, torop anggina
 2 2 2 2 2
Toropma nang boruna
 2 2 3 3 3
Andor haduka, togutogumi
 3 3 3 3 4 3 3 2 2
Saisahat hamu saurmatua, togumi pahompu

b. *Umpasa* two lines

2 2 3 3 2 1
Aek godang do aek lau
 2 2 3 3 2 1
Dos ni roha do sibaen nasaut

c. *Umpasa* four lines

2 2 1
Dekke sale
 2 2 1 2 2
Dekke ni Simamora
 2 3 2 2 2
Tamba ni nagabe
 2 3 4 3 3 2
Sai tibuma hamu mamora

d. *Umpasa* three lines

1 2 2 2 2 3
Andor halumpang ma
 2 2 2 2 2 1 1
Bahen togutogu ni lombu
 2 2 2 3 2 2 2 2 2 1 1
Saur matua ma, dipairing-iring pahompu

e. *Umpasa* five lines

1 2 3 2 2 1 1
Adong na tuat sian dolok
1 2 3 2 2 1 1 1
Adong na nangkok sian toruan
1 2 3 2 1 1 1 1
Adong na ro sian habinsaran
1 2 3 2 1 1 1
Adong na sian hasundutan
2 2 2 3 3 3 2 1
Manumpak ma Debata Dilehon

This *umpasa* rhythm that describes the special characteristics of *umpasa* in terms of tone, so that it illustrates how the expression is at the time. The harmony and accuracy of words in *umpasa* raises the silence of sound in the form of rhymes while beautifying the rhythm in each *umpasa* line.

The Functions of *Umpasa*

The functions of *umpasa* are:

1. Educational function

The educational function found in this traditional ceremony as a heritage of culture of Batak people in community should be continually kept and understood from generation to generation.

We can see *umpasa* number 7b:

Dos ni roha do sibaen nasaut

Umpasa number 5c:

Dilehon di hita pasu-pasu, tubu ma di hamu anak na marsangap, dohot boru na martua.

2. Cultural function

In *umpasa* wedding ceremony found cultural values, elements of cultural values do not stand alone interconnected in one unit. Cultural values reflect what the couple's life goals are for the future to get a lot of generation, as we can prove it in the following quotations:

Umpasa number 1c, 2d, 1e and 1f:

Sai sitoropma hahana, torop angina

Toropma nang boruna

Andor haduka, togutogumi

Saisahat hamu saurmatua, togumi pahompu

The next cultural function is in *Umpasa* number five, there is explained that the *Ulos* cloth symbolizes a woman who has a good attitude who will give offspring in the future. And beads symbolize many blessings, we can following quotations:

Umpasa number 5a and 5b:

Denggan ulos sirara, tiurtiur dohot rambuna

Sisina marsimata, marsirat di punsuna

3. Religious Functions

In this *umpasa* have another meaning that is religious function. It has been clearly understood by the readers in the previous pages that this kind of speech in *Umpasa* including a prayer in which shown that the speech is categorized as an ode. Because of that there are some quotation prove adoration to God as a creator whom the Batak people believe in protect and grace. To prove this explanation, we can seen in the following citations:

Umpasa number 3e:

Manumpak ma Debata Dilehon

Umpasa number 5c:

Sai manumpuk ma antong Tuhan Debata

Dilehon di hita pasu-pasu, tubu ma di hamu anak na marsangap, dohot boru na martua

4. Social Function

The social function tells about the togetherness that can be created by human being. Based on the fact that the togetherness that they creat with other people in an environment. No one can live alone in this world but we are live together. To prove this explanation, we can seen in the following citations:

Umpasa number 1e and 1f:

Andor haduka, togutogumi lombu

Sai sahat hamu saurmatua, togumi pahompu

Umpasa number 2c and 2d:

Tamba ni nagabe

Sai tibuma hamu mamora

CONCLUSIONS

Based on the result of analysis, the problems as stated in preceding chapter she conluded that:

- a) Based on the analyses that the writer done about *Umpasa* as one of the oral literature in Batak Toba community, she would like to conclude that this oral literature has somestructures such as diction/ choice of word, larik/lines, rhyme and rhythm played an important role to help them well as the old generation, young generation whether to the next generation to know and sense that *Umpasa* is not only an archaeological remains from the old generation but it is one of the oral literature that very important.
- b) The *Umpasa* wedding also has function as such: educational function, cultural function and religious function still preserved by support the society of Batak Toba.

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BIODATA

M.K Triningsis. S, S.Pd. is a student at postgraduate level of Nusa Cendana University and still in 1st semester. She completed her undergraduate at Timor University in 2018, and continued on to postgraduate. She likes reading novels and collecting woven cloth.

POETRY "LOLO MA YAMME" 'REMEMBER US' STUDY CULTURAL IDEOLOGY

Alex Djawa¹⁾, Hendrina Pada²⁾
Adja0561@gmail.com

ABSTRACT

This poem is written, as a form of concern, disappointment, frustration, resentment, anger over the mindset, behavior, habits, and actions that burden and impoverish them all. Everything they have, such as land, fields, and rice fields, is sold out for useless purposes such as traditional parties, deaths and funerals, pulling stones, building traditional houses, and so on. The education of children and grandchildren is not even ignored. Generations of children and grandchildren encourage their ancestors and parents to hear complaints and hopes for their future. They expect to be sent to school to change their future which is still very long. They expect their ancestors to pass on to them an intelligent and great generation. They expect God to help and bless them.

Keywords: *Poetry, Lolo Ma Yamme, Cultural Ideology*

INTRODUCTION

In general, Sumba people and especially Loli people on Sumba Island are people who live in very strong and strong cultural ties and ties. This can be seen in various aspects of life, such as in the way of thinking, how to behave, act and habits. How to think, how to behave, act and habits are polarized and institutionalized in every Loli person in life. Cultural practices have become intuition, internal, intrinsic, and internalized in the lives of the people. Culture is a pattern of behavior, beliefs, and all products from groups of people including Loli people on Sumba which are passed down from one generation to another. The product comes from years of interaction between groups of people and their environment (Santrock, 2010).

Lolo ma yamme 'remember us' is a poem that expresses and expresses what the writer or poet thinks and feels about the way of thinking, behaving, habits, and actions of life in the culture of the Loli community in West Sumba Regency. The author through his work Lolo Yamme 'remembers us', actually expresses or expresses concern, disappointment, frustration, resentment, anger over the mindset, behavior, habits, and actions, and dislikes committed by the ancestors and their parents without thinking about the future of their children and grandchildren. .

This poem was written by the author as if representing the thoughts and feelings of his generation and subsequent generations (children and grandchildren). He witnessed the reality of the lives of his people, especially the Loli community as part of himself, his groups and cultures who thought, behaved, and acted in a cultural scheme without thinking about the future of their future children and grandchildren.

In his work, he expresses what is thought and felt about the lives of his people who are very bound and burdened with cultural values. Even the cultural values that are embraced and carried out by the people even though it is very detrimental to their lives, but still cultural activities are carried out in their lives every day.

In general, people live in poverty. However, even though they live in poverty, their lust for partying seems to be a necessity for every family. Various attempts were made by them to be able to hold traditional parties, large parties, and debauchery to express their greatness and

honor. As a result, to obtain capital, what is done is to sell their inherited land to people who bear, such as Chinese, migrants, civil servants, and so on. Eventually they lost their source of livelihood. Even worse, they work on land or land that has been bought from them by receiving a meager wage.

Usually they sell land owned by their ancestors or their parents, which is inherited for the sake of customary parties, tugging the stone, death and burial, proposing marriage to women, and so on. For the Loli community, customary parties, tomb-stone pulling, death and burial of the dead, proposing marriage to women is a place to show their condition and existence, good name, and big name, honor and greatness. Even though they do not have buffalo, horses and pigs in cages, they dare to do ceremonies or traditional ceremonies by relying on animals brought by the people they invite or by selling their possessions especially land.

The impact of thoughts, behavior, and habits that are continuously and hereditary carried out, then it can be seen the fact that people continue to live in a wave of poverty and poverty. As a result of the poverty and poverty of the people, every generation of children and grandchildren has difficulty attending school and receiving high education. Moreover, parents consider education is not important because many people around him are highly educated but unemployed. Even worse, stealing is considered a culture. Oaring who stole is clearly a lazy person. But as a result of them stealing, the people in general are reluctant to raise animals. Therefore, theft can cause everyone not to try, because if there are people who care for animals, it will be stolen by people. Even thieves on Sumba are difficult to catch by the police.

The minds of these people have been built and raised by the influence of institutionalized culture in everyday life. If there is a family or neighbor who is having a traditional party, they will also be affected and someday they will also have the same party, so they can replace or return the meat they got at the traditional party conducted by the family or neighbor. For Loli people only receive or get meat from people who do traditional parties without having held traditional parties, then they will feel humiliated. There is an expression of contempt in the Loli language "Daku jaula nga'a kana'a ole" which means "I am never tired of eating people's flesh." This expression is very embarrassing and humiliating for the Loli community. Therefore, even though he was poor, he always tried as hard as his mind and energy to do a traditional party to show that he was also able to do as others do. Especially if the person who is holding a traditional party is someone who has a lower economic ability than him, then he is trying to have a party that is far more intense. If that person cuts ten buffaloes, then he will cut even more buffalo, for example fifteen. Unfair competition occurs between communities in every cultural event, but in children's education the Loli community does not pay much attention to it.

That is what causes the anxiety, anger, disappointment, and dislike of the writer of this poem for the thoughts, behavior, and habits of his people in looking at the world around him. In passing down the values of life for children and grandchildren. The writer as a young person feels that there must be a change in the way of thinking, behaving, acting, and inheriting patterns of values that are good for life.

In the midst of global competition, the authors feel and believe the thoughts, behavior, habits and actions of the Loli people who prioritize the cultural aspects rather than education will make them continue to be left behind and backward. The pride, honor, and greatness that they get, not because of achievements in the field of education or the world of work but obtained

through competition that is very detrimental to society through traditional parties or other cultural events. Even directly will destroy animals, especially buffalo that will become extinct from the island of Sumba.

Therefore, restlessness, anxiety, disappointment, anger, and dislike of the writer to the community, in which there is a "Father, my mother, brother, sister, brother to my friend," he expressed through the poem "Lolo ma yamme" or Remember us. He formulated the problems simply for my mother and father, my brothers and sisters my taai family, remembering they were children and grandchildren who had lost the inheritance of their ancestors and their parents because they had been sold for non-essential things. The aim is to awaken their ancestors and parents the importance of changing the way of thinking, behaving, acting, and perspective which is not constructive and builds millennial civilization today.

THEORETICAL BASIS

Etymologically, ideology comes from the Greek 'Greek', consisting of the word idea and logic. Idea comes from the word idein which means to see. Idea in Webster's New Colligate Dictionary means "something existing in the mind as the result of the formulation of an opinion, a plan or the like" (something that is in the mind as a result of the formulation of a thought or plan). Logic comes from the word logos which means word. The word logic comes from the word legein which means to speak (speaking) .. Furthermore, the word logic means science (knowledge) or theory. So, ideology according to the meaning of the word is the pronunciation of what is seen or the expression of what is formulated in the mind as a result of thought (Sukarna in Darma (2014: 179).

In the Big Indonesian Dictionary (2003) stated ideology 1) a collection of systemic concepts used as the principle of opinion (events) that provide direction and goals for survival; 2 ways of thinking of a person or a group; 3 understanding, theory, and objectives which constitute a social political program. Ideology is a term that was born in the late 18th century or 1796 which was put forward by the French philosopher Destutt de Tracy and later used Napoleon. The term comes from two words ideos which means ideas, and logos which means science.

Thus, ideology is a science of ideas. The idea in question is the idea of the future, so it can be concluded that ideology is a science of the future. This idea is also an ideal or a combination of the two, namely the ideals of the future. Even the ideals of the future are as a utopia, or dream, but at the same time is a scientific, rational idea, which departs from present-day analysis. This ideology is not just an idea, but an idea that is followed and embraced by a large group of people or a nation, so because of that ideology is mobilizing people to realize these ideas. Despite one's ideas, however scientific, rational or noble, can not be called an ideology, if it has not been embraced by many people and championed and realized, with continuous actions. <http://digilib.uinsby.ac.id/7846/5/bab%202.pdf>

Ideology as social cognition

Ideology is an aspect of "authentic" and "false" awareness of one's level of cognition related to:

1. Types of beliefs

Every community including the Loli community has beliefs such as norms and values which are the basis for opinion and attitude.

2. Ideology has an evaluative dimension

Ideology is a shared social belief and not a personal opinion. Ideology is about life and death, birth and reproduction, about race, gender, class, etc. Usually one's ideology is in conflict with other ideologies, this is an evaluative dimension.

3. Memory and representation

Psychologists often associate different beliefs with different types of memory or with different systems of cognition. The ideological beliefs found above are usually located in the LTM (Long Term Memory). This memory is personal, which is related to one's personal history and is subjective. Ideological memory is influenced by:

- a. Socio-cultural knowledge
- b. Community background
- c. Opinions and attitudes
- d. Ideology as social achievement

4. Ideology and values

Given the close relationship between ideology and evaluative beliefs such as attitude, it is not suggested that there is a relationship between ideology and values. Ideology is a characteristic of groups and can determine conflicts and struggles, groups, values, cultural functions, and in principle applies to members of society who are of the same culture (Darma, 2014).

Culture is a pattern of behavior, beliefs, and all products from groups of people including Loli people on Sumba which are passed down from one generation to another. The product comes from years of interaction between groups of people and their environment (Santrock, 2010).

According to Segall, Dasen, and Poortinga in Berry et al. (1999) in cross-cultural psychology is a scientific study of human behavior and its spread, while also calculating the way that behavior is shaped and influenced by social and cultural forces. This definition directs attention to two main points: the diversity of human behavior in the world and the relationship between individual behavior and the cultural context in which the behavior occurs.

Liliweri (2014: 3) states the word "culture" denotatively from several scientific dictionaries:

1. (Sociology), culture is the total legacy of ideas, beliefs, values, and knowledge which is a common basis in social action.
2. Culture as a statement of attitudes, feelings, values, and behaviors that characterize and be informed to the community as a whole or certain social groups
3. (Anthropology and Ethnology), a total of various activities and ideas from a group of people who have a shared tradition that is transmitted and strengthened by community members.

Liliweri (2014: 3) quoted quoting Clifford Geertz's opinion which defines culture based on Tylor's view, that: (1) the term "culture", in the sense of ethnography is a complex whole of knowledge, belief, art, morals, law, customs, or any abilities and habits that humans acquire as members of their own communities put forward concepts about culture., (2) culture is a pattern of various meanings encapsulated in symbols that have historically been transmitted, and (3) culture is also a system of conceptions inherited through symbolic expressions as the

way people communicate, preserve, and develop their knowledge of and attitudes towards life.

Geertz in Aloliweri (2014) also summarizes the definition of culture based on the opinion of Clyde Kulckohn and then discovers several cultural meanings, as follows:

1. Total human way of life
2. Social inheritance that individuals get from the group
3. How to think, how to feel, and belief
4. Abstraction from behavior
5. A set of theories which in certain parts for an anthropologist explain about how a group of people actually behaves
6. Like a collection of what is learned
7. A set of life orientations that have been actually adjusted
8. Learn to behave
9. Mechanisms for regulating normative behavior
10. A set of techniques for adjusting to both the external environment and with others
11. Deposits of history
12. Mapping behavior, filters, or matrices.

Liliweri (2014) presents a variety of cultural definitions, including:

1. Historically culture is a social innate, or tradition, which passes past generations to future generations.
2. Cultural behavior is something that is shared, learned human behavior, or human way of life (a way of life).
3. Normatively culture is ideas, values or rules about life.
4. Functionally, culture is the way humans solve problems and then adapt them to the environment where they live together.
5. Mentally, culture is a complex of ideas, or learning habits that allows us to distinguish between people and animals.
6. Symbolically, culture is the foundation of meaning that is determined jointly by the community.

RESEARCH METHODS

The method used in this paper is descriptive research method. According to Nazir (2003: 54) descriptive method is a method of examining the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the future. The purpose of this descriptive study is to create a description, picture or painting in a systematic, factual, and accurate manner regarding the facts, traits and relationships between the phenomena under study. With listening and competent techniques. Listen techniques are used to obtain data that is done by listening to the use of language. While capable is a technique used in data

DISCUSSION

LOLO MA YAMME

Ubbu waikagu
Ama innagu
Ka'a alligu
Du ole dadigu
Kei rengnge, rengngemi
Lolo yi anami
Lolo yi ubbumi
Belli dadi tanami
Belli dadi pabami
Belli dadi potemi
Omma ge tunnu pareina
Omma ge tieba pasellana
Omma ge muotumi
Omma ge kiedumi
Yamme anami nama loupowe aroma
Sakola limma kama tiddana
Sakola limma kama padde
Mouri gollu koma limma
Mouri koro koma wa'i
Yagama pakode
Yagama mayailo
Maringngi malala dobba kona
Karya Lobu Ori

Translation

REMEMBER US

My grandmother's grandfather
My mother's father
My sister
My favorite family
You hear, listen
Remember your child
Remember your grandchild
Save your land for them
Save your fields for them
Save your treasure for them
Stop your party party
Stop your waste
Stop your gambling
Stop your stealing
We are your children, our future is still long
We are your grandchildren, our future is still long
We want school to be smart
We want school to be smart
God take care of us
God bless us
Give us intelligence

Give us greatness
May we all be blessed
Lobu Ori's work

Piece of poetry verse above, shows and illustrates the life habits of the Loli people who have been institutionalized and ingrained. Stop your binges, stop your extravagance, stop your judging, and stop your cheating is social behavior and how social behavior is related or influenced by the general cultural context in which this behavior takes place (Berry, et al (1999).

The life of this society is built by cultural ideology which is constructed in their cognition. In their minds, they continue to develop, maintain, and inherit cultural ideology without providing space or space for the study of the advantages and disadvantages of developing, maintaining, and passing down these cultural ideas. Every family or community member who collectively lives together in a village usually has a traditional party and debauchery. The traditional party that was held certainly involved all family members in the village. The involvement of each family in the traditional party, will require and not cost a small amount, such as animals (buffalo and pigs), betel nut, coffee, sugar, tobacco, cigarettes, rice, and so on. Usually a traditional party which is carried out jointly or collectively is carried out by slaughtering dozens of buffaloes and pigs which, if sold and merupikan can up to hundreds of millions of rupiah issued by a family.

Therefore, what was stated by Liliweri (2014) about cultural practices historically is a social innate, or tradition, which passes past generations to future generations. Behavior is something that is shared, human behavior is learned, or the human way of life (a way of life). Normatively are ideas, values or rules about life. What is practiced by the Loli community through traditional festivals as described by the poet is a social innate, or tradition, which passes past generations to future generations. Behavior is something that is shared, human behavior is learned, or the human way of life (a way of life). Normatively are ideas, values or rules about life.

Traditional parties and debauchery are a form of great waste and are very real in the reality of the life of the Loli community. How not, by slaughtering buffaloes and pigs whose price per tail is tens of millions of rupiahs and if the accumulation is calculated to reach billions of rupiahs, this is truly proof of extraordinary waste. We know that if a traditional party and debauchery is carried out, then the person invited to attend the traditional party can reach thousands of people. Every family invited to the traditional party, besides eating at the party venue, also received raw meat when they got home. Therefore, you can imagine the number of animals slaughtered to serve so many people.

Stop your gambling
Stop your stealing

In general, the Loli community is poorly educated, most do not complete education from elementary school. Only a handful of highly educated people. Therefore, most of them work as farmers. They work in rain-fed rice fields. That is, they work in the fields only during the rainy season. There are also those who work in the garden, but usually their garden is not too big. From their work, they don't get much. Usually when the harvest is finished and they get money, the men start gambling. You can imagine life behavior like this. If, losses and nothing

else can be sold, then the only way out is to steal. This can be seen in community institutions in the districts of West Sumba and East Sumba.

For generations of children and grandchildren, seeing and witnessing this situation makes them upset, concerned, irritated, angry, disappointed. All their thoughts and feelings are expressed and poured out through the images contained in this poem. They hope that their parents change their mindset, behavior, habits, and actions with cultural ideology to the future ideology of their children and grandchildren through education.

*You hear, listen
Remember your child
Remember your grandchild
Save your land for them
Save your fields for them
Save your treasure for them*

Through the poetry verse above, we get a picture that in general people live in poverty. This can be seen in the thoughts, behavior, and habits that rely on land, fields, rice fields as inheritance and not their labors. Generations of children and grandchildren are beginning to realize that traditional parties and debauchery are just a waste. They warned their ancestors and parents, to stop the party as a form of extravagance, stop gambling, and steal. Remember the future of our children and grandchildren.

*We are your children, our future is still long
We are your grandchildren, our future is still long
We want school to be smart
We want school to be smart*

In the above verse, children and grandchildren warn and give messages to their ancestors and parents, that they (children and grandchildren) are their future (ancestors and parents). They want and miss school so that they are smart and intelligent like other people, from other ethnicities that they see as successful in education and in the world of work. They as a child of the land and the area only become fools and spectators in their own area. This made them realize the importance of education for their future. It is not an orgy that brings a moment of honor and greatness, but in the end suffers because of the many debts they carry and feel in life.

*God take care of us
God bless us
Give us intelligence
Give us greatness
May we all be blessed*

In the end, through the above verse of poetry, they (children and grandchildren) ask God to guard, bless, educate, and debate them. It was their longing that they hoped to change their lives and their very long front.

CLOSING

Conclusions

The conclusions in this paper are:

1. The facts of the life of the Loli people who live in debauchery and waste.
2. Young people (children and grandchildren) who live concerns, disappointments, frustrations, resentments, anger over the mindset, behavior, habits, and actions in the lives of their ancestors and parents who sell and spend land, fields and fields. , as well as property they have for things that are not important, such as debauchery, gambling, and so on.
3. The hope of the younger generation (children and grandchildren) is considered by their future, especially their education.
4. That God help and bless them.

Suggestions

Suggestions in this paper are:

1. This poem should be used as learning material in schools so that it becomes a material load for students' cognition.
2. This poem can be advice for ancestors and parents to change the way of thinking, behaving, acting with thoughts that are directed towards the future.

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PENERAPAN MEDIA AUDIOVISUAL DALAM MENINGKATKAN KETERAMPILAN MENYIMAK BERITA DENGAN MENGGUNAKAN TEKNIK DENGAR CATAT 5W + 1H

Maria Sanita Iswahyunarti Klara
Program Pascasarjana S2
Program Studi Ilmu Linguistik
Universitas Nusa Cendana

ABSTRAK

Penelitian ini dilaksanakan di SMP Negeri Oenenu Kecamatan Bikomi Tengah Kabupaten Timor Tengah Utara dengan judul Penerapan Media Audiovisual dalam Meningkatkan Keterampilan Menyimak Berita dengan Menggunakan Teknik Dengar Catat 5W + 1H, Oleh Siswa SMP Negeri Oenenu Tahun Ajaran 2018 / 2019. Permasalahan dalam penelitian ini adalah bagaimanakah kemampuan siswa dalam menyimak berita menggunakan media audiovisual dengan teknik dengar catat 5W+1H, dengan tujuan untuk mengetahui kemampuan siswa dalam menyimak berita menggunakan media audiovisual dan teknik dengar catat 5W + 1H. Metode yang digunakan adalah metode deskriptif kualitatif. Sampel yang diambil dari penelitian ini adalah siswa kelas VIII E SMP Negeri Oenenu. Teori yang digunakan sebagai acuan dalam skripsi ini adalah teori menyimak. Hasil analisis terhadap siswa kelas VIII E di SMP Negeri Oenenu, nilai yang diperoleh siswa pada siklus I dengan rata-rata 70,46% dimana dalam siklus I ini siswa belum mencapai KKM 75 dan di siklus II siswa memperoleh nilai rata-rata 84,13% dimana dalam siklus ini siswa telah dinyatakan lulus karena mencapai nilai KKM 75.

Kata Kunci: *Media Audiovisual, Menyimak, Teknik Dengar Catat 5W + 1H*

PENDAHULUAN

Bahasa merupakan alat komunikasi yang digunakan oleh manusia untuk saling berinteraksi dan juga sebagai identitas diri. Bahasa itu sendiri tidak terlepas dari komponen-komponen keterampilan berbahasa yang erat sekali hubungannya dengan beberapa keterampilan, keterampilan tersebut meliputi: keterampilan menyimak, keterampilan berbicara, keterampilan membaca, dan keterampilan menulis, dari keempat keterampilan tersebut yang menjadi pusat penelitian adalah keterampilan menyimak. Keterampilan menyimak merupakan salah satu sarana penting penerimaan komunikasi. Menyimak melibatkan penglihatan, penghayatan, ingatan, pengertian, bahkan situasi yang menyertai bunyi bahasa yang disimak pun harus diperhitungkan dalam menentukan maknanya.

Kemampuan berpikir dan kecakapan hidup adalah hasil akhir yang diharapkan dari Kurikulum Tingkat Satuan Pendidikan (KTSP). Berdasarkan hal inilah, penelitian yang dilakukan disesuaikan dengan kisi-kisi KTSP dan dilengkapi dengan metode belajar mengajar yang terperinci dan terarah sesuai dengan standar kompetensi dan kompetensi dasar agar siswa mampu membentuk pembelajaran yang sistematis sesuai dengan Kurikulum Tingkat Satuan Pendidikan (KTSP). Standar kompetensi (SK) 9. Memahami siaran audiovisual yang di sampaikan secara langsung / tidak langsung dalam kegiatan menyimak berita yang didengar. Kompetensi dasar (KD) 9.1 Menanggapi siaran informasi dari berita yang di dengar dengan menggunakan media elektronik.

Berdasarkan hasil observasi di kelas VIII SMPN Oenenu menunjukan bahwa dalam mengikuti pembelajaran menyimak banyak siswa yang belum mampu menyimak dengan baik. Dari 15 siswa hanya 14 siswa yang berhasil mencapai KKM. Sebanyak 1 siswa

nilainya masih belum mencapai kriteria ketuntasan minimal (KKM). Setelah dilakukan analisis terhadap hasil kerja siswa menyimak suatu berita, ternyata siswa mengalami kesulitan ketika menyimak. Berikut ini adalah salah satu contoh hasil kerja siswa menyimak berita yang mengindikasikan bahwa siswa kurang mampu dalam menyimak berita. Contoh beritanya yaitu; Terjadinya Bom Bunuh Diri di Gereja Katolik Santa Maria Tak Bercela di Jalan Ngagel Madya Utara, Surabaya. Pertanyaannya, Bagaimana peristiwa itu terjadi dan selanjutnya? Jawaban siswa terjadi bom dan selanjutnya meledak. Jawaban siswa dalam pertanyaan tersebut menyatakan bahwa mereka belum sepenuhnya menyimak dengan baik dan kadang-kadang siswa tidak berkonsentrasi dalam menyimak suatu berita.

Media audiovisual adalah media yang mempunyai unsur suara dan unsur gambar. Jenis media ini mempunyai kemampuan yang lebih baik, karena meliputi kedua jenis media auditif (mendengar) dan visual (melihat). Media audiovisual merupakan sebuah alat bantu. Audiovisual yang berarti bahan atau alat yang dipergunakan dalam situasi belajar untuk membantu tulisan dan kata yang diucapkan dalam menularkan pengetahuan sikap, dan ide. Keunggulan media audio visual adalah tidak hanya disajikan dalam bentuk suara, tapi didukung oleh video yang menarik perhatian penonton. Jadi disaat pembaca berita (newscaster membacakan sebuah berita, penonton bisa lebih jelas karena didukung adanya video yang ditayangkan. Jadi, ketika siswa sedang menonton atau mendengar sebuah berita mereka langsung bisa mengetahui situasi dan keadaan di tempat kejadian dan mereka juga bisa lebih paham, mengerti/ menyimak dengan baik apa yang dimaksud dari berita tersebut dan dengan menggunakan media audiovisual ini siswa akan lebih mudah untuk mengingat kembali peristiwa yang terjadi dalam berita tersebut. Sedangkan unsur 5W+1H merupakan pokok-pokok dalam teks berita yang menjadi inti informasi dari penyusunan naskah. Berita yang baik juga harus memenuhi unsur 5W+1H tersebut, dengan menggunakan unsur inilah siswa mampu menyimak berita dengan baik.

Keterampilan menyimak harus dilatih melalui proses belajar dan latihan secara sistematis sehingga dapat memperlancar seseorang dalam berkomunikasi. Guru sebagai fasilitator harus menerapkan cara dan media yang efektif, untuk itu peneliti tertarik untuk melakukan penelitian dengan judul “Kemampuan Keterampilan Menyimak Berita Menggunakan Media Audiovisual dengan Teknik Dengar Catat 5W+1H”. Tujuan dalam penelitian ini adalah sebagai berikut:

- 1) Untuk mendeskripsikan hasil pembelajaran menyimak berita pada siswa menggunakan media audiovisual dengan teknik dengar catat 5W+1H.
- 2) Untuk mendeskripsikan penerapan media audiovisual untuk meningkatkan menyimak berita pada siswa kelas VIII SMPN Oenenu

METODE

Penelitian ini adalah penelitian tindakan kelas yang dirancang secara kolaboratif antara penulis dengan guru pengampu mata pelajaran. Tindakan yang dilakukan adalah untuk meningkatkan kemampuan keterampilan menyimak berita pada siswa. Alur penelitian dalam bentuk siklus ini dapat digambarkan sebagai berikut.

Prosedur Tindakan pada Siklus I

1) Perencanaan. Dalam tahap perencanaan ini, penulis mempersiapkan proses pembelajaran keterampilan menyimak berita dengan teknik dengar catat 5W+1H melalui media audiovisual dengan langkah-langkah sebagai berikut: (1) menyusun rencana pembelajaran yang berhubungan dengan keterampilan menyimak, (2) menyiapkan media audiovisual yang akan digunakan dalam pembelajaran. Contohnya berupa video berita tentang (kecelakaan di

bandara Soekarno Hatta satu mobil terbalik). 2) Tindakan. Melaksanakan proses pembelajaran bahasa Indonesia pada materi kemampuan menyimak selama pembelajaran berlangsung, aktivitas peserta didik diamati setelah itu, diadakan tes. 3) Pengamatan. Peneliti mengamati situasi proses belajar mengajar, mengamati keaktifan peserta didik, kemudian pengamat melakukan observasi dengan lembar observasi yang telah disediakan. 4) Refleksi. Melakukan analisis data yang diperoleh pelaksanaan tindakan serta merancang proses perbaikan tindakan sesuai dengan hasil analisis data, untuk digunakan pada siklus selanjutnya.

Prosedur Tindakan pada Siklus II

1) Perencanaan. Peneliti membuat rencana pelaksanaan (RPP) berdasarkan hasil refleksi siklus 1. 2) Pelaksanaan tindakan. Peneliti melaksanakan pembelajaran dengan membukakan audiovisual dan penggunaan berdasarkan RPP hasil refleksi siklus 1. 3) Pengamatan. Peneliti melakukan pengamatan terhadap aktivitas siswa dan hasil tes. 4) Refleksi. Peneliti melakukan refleksi terhadap pelaksanaan siklus kedua dan menganalisa untuk serta membuat kesimpulan pembelajaran.

Subjek penelitian adalah sesuatu, baik berupa orang, benda, atau lembaga, (organisasi) yang sifat keadaannya akan diteliti. Arikunto (1998:114) berpendapat bahwa subjek penelitian adalah sesuatu yang ada dalam dirinya melekat atau terkandung Objek penelitian. Subjek dalam penelitian ini adalah siswa kelas VIII SMPN Oenenu Kabupaten Timor Tengah Utara Tahun Pelajaran 2018/2019.

Objek penelitian adalah benda atau hal yang dijadikan sasaran untuk diteliti. Berdasarkan pernyataan tersebut, maka yang menjadi objek penelitian adalah Peningkatan Keterampilan Menyimak Berita Menggunakan Media Audiovisual Dengan Teknik Dengar Catat 5W+1H, pada Siswa kelas VIII SMPN Oenenu Kabupaten Timor Tengah Utara Tahun Pelajaran 2018/2019.

Instrumen pengumpulan data berupa lembar observasi, wawancara, dan ruplik penilaian kemampuan menyimak berita. Instrumen pemandu analisis data berupa tabel ketuntasan hasil belajar dan tabel hasil perbandingan tes kemampuan dalam pembelajaran menyimak berita dengan menerapkan metode menyimak dengan menggunakan media audiovisual.

Teknik pengumpulan data dalam penelitian ini sesuai dengan kegiatan belajar mengajar (KBM) yaitu berupa RPP dan Silabus. Data dalam penelitian ini terdapat data kualitatif dan kuantitatif. Data kualitatif adalah data yang diperoleh dari hasil observasi, wawancara dan catatan-catatan berdasarkan koreksi yang ditemukan dari hasil menyimak berita dari siswa. Data kuantitatifnya adalah nilai hasil kerja siswa mengenai menyimak berita yang didengar dengan menggunakan media audiovisual. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan tes.

Analisis data dilakukan dengan menggunakan teknik analisis data kualitatif dan kuantitatif. Analisis terdiri dari tiga alur, yaitu: 1) penelaahan; 2) penilaian dan pengkategorian; 3) penyimpulan. Tahap-tahap yang dilakukan dalam menganalisis data dalam penelitian adalah sebagai berikut.

- 1) Penelaahan. menelaah seluruh data yang dikumpulkan, yaitu lembar observasi, lembar penilaian dan dokumentasi.
- 2) Penilaian dan pengkategorian
Penilaian hasil menyimak siswa sebagai berikut.

Menghitung hasil tes menyimak berita siswa

Nilai akhir = $\frac{\text{skor yang diperoleh}}{\text{Skor maksimal}} \times 100$

(Arikunto, 2006: 180)

Kategori penilaian:

50-59 (sangat kurang)

60 - 69 (kurang)

70 - 79 (cukup)

80 - 89 (baik)

90 - 100 (sangat baik)

Untuk menentukan nilai persentase siswa, penulis menggunakan rumus:

$$X = \frac{(\sum f^x)}{N} \times 100\%$$

Dimana:

X = Nilai rata-rata

$\sum f^x$ = Jumlah nilai seluruh siswa

N = Jumlah siswa atau banyaknya siswa

Pada penelitian ini ketuntasan belajar siswa dapat diketahui dengan menggunakan pedoman yang diterapkan oleh SMPN Oenenu yaitu: 1) Seorang siswa dikatakan tuntas belajar apabila mencapai skor ≥ 75 . Penyimpulan, Menyimpulkan semua data yang sudah dianalisis kemudian dibuat sebuah kesimpulan untuk menggambarkan hasil temuan secara umum.

PEMBAHASAN

Hasil yang diperoleh dalam Penulisan ini, yaitu siswa menyaksikan video berita menggunakan media audiovisual, kemudian dilakukan teknik dengar catat siswa diwajibkan mencatat pokok dari berita yang didengar berdasarkan video yang diputarkan melalui laptop dan penilaiannya dilakukan secara individu. Hal ini dilakukan untuk mengetahui sejauh mana keberhasilan penulis dalam upaya meningkatkan keterampilan menyimak berita menggunakan media audiovisual dengan teknik dengar catat pada siswa SMP Negeri Oenenu kelas VIII/E tahun ajaran 2018/2019.

Dari data hasil kerja siswa SMP Negeri Oenenu kelas VIII/E tahun ajaran 2018/2019 diketahui bahwa sampel siswa kelas VIII/E berjumlah 15 orang. Kemampuan pada siswa dinilai dengan menggunakan kategori penilaian (90-100) baik sekali, (80-89) baik, (70-79) cukup, (60-69) kurang. Hasil penilaian tersebut dapat dilihat pada tabel hasil penilaian Peningkatan Keterampilan Menyimak berita Menggunakan Media Audio visual Dengan Teknik Dengar-Jawab Pada Siswa SMP Negeri Oenenu kelas VIII/E tahun ajaran 2018/2019.

Hasil Penelitian Siklus I

Proses pertemuan atau pembelajaran siklus I dimulai pada hari Selasa Tanggal 13 November 2018 dan Penelitian ini dilaksanakan di kelas VIII E SMP Negeri Oenenu Tahun Pelajaran 2018/2019. dalam penelitian siklus I ini dilakukan melalui beberapa tahap yaitu; Tahap Perencanaan, Pelaksanaan, Pengamatan dan Refleksi. Tahap Perencanaan, Penulis mempersiapkan proses pembelajaran Penerapan Media Mudiovisual dalam Meningkatkan Keterampilan Menyimak Berita dengan Teknik Dengar Catat 5W+1H, menyusun Rencana Pelaksanaan Pembelajaran (RPP) yang berhubungan dengan keterampilan menyimak. Tahap

Pelaksanaannya Penulis mengarahkan siswa untuk lebih konsentrasi dalam menyimak berita dan Penulis menjelaskan materi yang berkaitan dengan menyimak berita dengan teknik dengar catat, lalu selanjutnya siswa menyimak rekaman berita sambil mencatat isi berita. Tahap Pengamatan, penulis mengamati tingkah laku siswa dalam proses kegiatan pembelajaran menyimak berita yaitu; Siswa belum sepenuhnya mampu untuk menyimak dengan baik, Siswa juga belum sepenuhnya mampu untuk menulis pokok atau isi dari berita yang didengar, pada saat menyaksikan atau menonto berita yang digunakan melalui media audiovisual dengan menggunakan laptop siswa belum mampu menyimak dengan menggunakan teknik dengar catat. Tindak lanjut, kegiatan pembelajaran yaitu siswa diminta untuk mengerjakan tes. Guru bersama siswa menyimpulkan dan merefeksi hasil pembelajaran. Hasil yang diperoleh penulis pada siklus I, siswa menjawab teks pertanyaan yang diberikan setelah menyaksikan berita yang diputar melalui media audiovisual. Penilaiannya dapat dilihat pada tabel hasil Penerapan Media Audiovisual dalam Meningkatkan Keterampilan Menyimak berita Dengan Teknik Dengar-catat Pada Siswa SMP Negeri Oenenu kelas VIII/E tahun ajaran 2018/2019.

Tabel 1. Daftar Nama Siswa

NO.	NAMA - NAMA SISWA
1	ALEXANDER METAN
2	ANJELINA KOLO
3	ARNOLDUS SUNI
4	BERNADINO R. TOBI
5	DIONISIUS NINO
6	EGIDIUS UNAB
7	ELISABET NULE
8	KLARA BOKI
9	KRESENSIUS PALBENO
10	MAKSIMUS TOMI
11	MARIA A. L BOKI
12	METRIANA JULIA SASI
13	MARIA A. KETUN
14	OKTAVIANUS NABU
15	REGINA M. TAUS

Berdasarkan hasil penelitian pada siklus I bahwa ada 5 siswa yang memperoleh nilai ketuntasan atau pencapaian standar KKM yaitu, 75. Siswa yang mencapai standar dengan kode nama yakni; KB, KP, dengan memperoleh nilai 78. RMT dengan memperoleh nilai 75. Dari siswa tersebut mempunyai daya simak yang cukup. MALB dengan memperoleh nilai 80 mempunyai daya simak yang baik. Sedangkan siswa yang tidak mencapai standar atau mempunyai daya simak yang kurang dengan kode nama yakni; AM, AK, AS, BRT, DM, EU, EN, MT, MJS, MAK, ON, MAK.

Data pada siklus I ini nilai rata-rata pada siswa di atas belum mencapai standar KKM dan penulis tidak berhasil. Hasil analisis data tentang Penerapan Media Audiovisual dalam Meningkatkan Keterampilan Menyimak Berita dengan Menggunakan Teknik Dengar Catat 5W + 1H pada siswa kelas VIII, menunjukkan bahwa siswa yang tergolong dalam tingkat penguasaan baik (80) yaitu dengan nomor urut 11 dengan persentase 6,66%. Sedangkan yang

tergolong tingkat penguasaan cukup (70-79) yaitu dengan nomor urut 3, 4, 5, 6, 8, 9, 12, 15 dengan persentase 53,33%. Dan yang tergolong tingkat penguasaan kurang (60-69) dengan nomor urut 1, 2, 7, 10, 13, 14 dengan persentase 40%. Sehingga dapat disimpulkan bahwa kemampuan menyimak berita yang menggunakan media audiovisual dengan teknik dengar catat 5w+1h pada siswa kelas VIII di SMPN Oenenu tahun ajaran 2018/2019 pada siklus pertama masuk dalam kategori cukup dengan rata-rata 69,46% dan belum mencapai nilai standar KKM 75, maka dari itu penulis melanjutkan dengan menggunakan siklus kedua (II).

Hasil Penelitian Siklus II

Siklus II merupakan pemberlakuan tindakan lanjutan penelitian karena dalam siklus I siswa belum mencapai atau memperoleh nilai standar KKM 75 dan Penulis pun belum berhasil, maka perlu adanya tindakan lanjutan yaitu pada siklus II. Dengan Penerapan Media Audiovisual dalam Meningkatkan Keterampilan Menyimak Berita dengan Teknik Dengar Catat 5W + 1H. Dalam proses pembelajaran siklus II ini melalui Tahap Perencanaan, Pelaksanaan, Pengamatan atau Observasi dan Tindak Lanjut/Lefleksi. Tahap Perencanaan Penulis menyusun Rencana Pelaksanaan Pembelajaran (RPP) yang berhubungan dengan keterampilan menyimak, menyiapkan soal atau pertanyaan, membuat Lembar Kerja Siswa. Tahap Pelaksanaan penulis mengawali pembelajaran dengan mengkondisikan siswa baik secara mental maupun fisik untuk siap menerima pembelajaran. Tahap Pengamatan (Observasi) Penulis mengamati tindakan-tindakan siswa pada proses pembelajaran pada siklus II mengenai menyimak berita yang didengar, berdasarkan hasil obserasi didapatkan bahwa proses belajar siswa sudah jauh lebih baik daripada siklus I. Siswa sudah berkonsentrasi dengan baik dalam menyimak berita dan sudah mampu untuk menyimak berita sambil mencatat pokok atau isi dari berita yang didengar. Hal ini mengalami peningkatan daripada siklus I karena sebagian besar siswa di siklus I masih terlihat bingung, tidak fokus belajar, dan masih sibuk dengan pekerjaan masing-masing. Tahap refleksi atau tindakan lanjut, siswa diminta untuk mengerjakan tes yang diberikan oleh guru dan kemudian guru bersama siswa menyimpulkan atau merefleksi hasil pembelajaran. Pembelajaran pada siklus II ini, siswa lebih siap dan tenang. Siswa juga lebih berkonsentrasi pada materi yang diberikan yaitu Penerapan Media Audiovisual dalam Meningkatkan Keterampilan Menyimak Berita dengan Menggunakan Teknik Dengar Catat 5W + 1H. Hal ini dapat diketahui hasil pembelajaran siklus II yang mengalami peningkatan menunjukkan bahwa nilai rata-rata pada tes siklus I 69,46. Sedangkan pada siklus II ada peningkatan dengan nilai rata-rata 84,13 dapat dilihat pada tabel berikut.

Data pada siklus II ini sudah mencapai target dan penulis berhasil. Hasil analisis data tentang penerapan media audiovisual dalam meningkatkan keterampilan menyimak berita dengan teknik dengar catat 5w+1h pada siswa kelas VIII menunjukkan bahwa 5 siswa yang tergolong dalam kategori sangat baik (90-100) dan telah mencukupi standar KKM yakni dengan nomor urut (3, 8, 9, 11, 15) dengan persentase 33,33%. Sedangkan 6 siswa yang tergolong baik (80-89) telah mencukupi standar KKM yakni dengan nomor urut (1, 2, 4, 5, 6, 12) dengan persentase 40%. Dan yang tergolong cukup 3 siswa (70-79) yakni dengan nomor urut (7, 10, 13, 14) dengan persentase 26,66%. data tersebut menjelaskan bahwa penerapan media audiovisual dalam meningkatkan keterampilan menyimak berita dengan teknik dengar catat 5w +1h, dari 14 siswa telah mengalami peningkatan dan telah mencapai standar kompetensi KKM yang ditetapkan disekolah 75% dan 1 siswa yang tidak lulus atau tidak mencapai standar KKM 75 dengan nomor urut 13.

Hasil di nilai siklus II di peroleh nilai rata-rata sebesar 84,13. Berdasarkan hasil tersebut, maka dapat dikatakan bahwa nilai siswa kelas VIII E SMP Negeri Oenenu tahun ajaran 2018/2019 telah berhasil dan telah mencukupi KKM sebesar 75.

Hasil penelitian dari siklus I dan siklus II dilihat pada tabel di bawah ini:

Tabel 2. Nilai Siswa Siklus I Dan Siklus II

No	Kode Nama Siswa	Nilai siswa	
		Siklus I	Siklus II
1	AM	66	80
2	AK	66	80
3	AS	74	90
4	BRT	70	86
5	DM	70	86
6	EU	70	86
7	EN	60	75
8	KB	78	92
9	KP	78	92
10	MT	60	75
11	MALB	80	92
12	MJS	70	86
13	MAK	60	74
14	ON	65	78
15	RMT	75	90
Rata-rata		69,46	84,13
Persentase		19,56%	

Pembahasan Siklus I

Dari tabel tersebut nilai rata-rata tes siswa pada siklus I terdapat 4 siswa yang memperoleh nilai standar KKM 75 dan 11 siswa yang tidak memperoleh nilai standar KKM 75 sebagai berikut:

1. AM memperoleh nilai 66, dengan kategori kurang dan belum mencapai standar KKM 75, karena siswa belum mampu dalam menyimak berita dan belum mampu untuk menemukan pokok-pokok atau isi yang terpenting dari berita yang disimak.
2. AK memperoleh nilai 66, dengan kategori kurang dan belum mampu mencapai standar KKM 75, karena siswa juga belum mampu untuk menyimak berita dan menemukan pokok atau isi dari berita.
3. AS memperoleh nilai 74, dengan kategori cukup siswa juga belum mencapai standar KKM, karena belum sepenuhnya mampu menyimak berita yang menggunakan media audiovisual.
4. BRT memperoleh nilai 70, dengan kategori cukup siswa juga belum mencapai standar KKM, karena siswa juga belum mampu untuk menyimak berita yang menggunakan teknik dengar catat.

5. DM memperoleh nilai 70, dengan kategori cukup karena siswa belum mampu untuk menyimak berita dan belum mampu menemukan isi atau pokok-pokok dari berita yang disimak.
6. EU memperoleh nilai 70, dengan kategori cukup siswa belum mampu dalam menemukan pokok atau isi yang terpenting dari berita yang disimak.
7. EN memperoleh nilai 60, dengan kategori kurang karena siswa belum mampu menyimak berita dan tidak mencapai standar KKM 75.
8. KB memperoleh nilai 78, dengan kategori cukup dan mencukupi nilai KKM 75 karena siswa merasa mampu dalam menyimak berita ataupun menemukan pokok dari berita yang disimaknya.
9. KP memperoleh nilai 78, dengan kategori cukup karena siswa juga memperoleh atau mencukupi nilai KKM 75, siswa mampu untuk menyimak dengan baik dan dapat menemukan pokok dari berita.
10. MT memperoleh nilai 60, dengan kategori kurang karena siswa belum mampu menyimak berita dan belum mampu menemukan pokok atau isi yang terpenting dari berita.
11. MALB memperoleh nilai 80, dengan kategori baik karena siswa mampu menyimak berita dengan baik dan mencukupi nilai KKM 75.
12. MJS memperoleh nilai 70, dengan kategori cukup karena siswa juga belum mampu menyimak berita dengan baik dan tidak mencapai nilai KKM 75.
13. MAK memperoleh nilai 60, dengan kategori kurang karena siswa belum mampu menemukan pokok atau isi dari berita yang disimak.
14. ON memperoleh nilai 65, dengan kategori kurang karena siswa juga belum mampu menemukan pokok atau isi yang terpenting dari berita.
15. RMT memperoleh nilai 75, dengan kategori cukup karena siswa mampu dalam menemukan pokok atau isi yang terpenting dari berita dan dapat mencapai standar KKM 75.

Dari tabel tersebut bahwa rata-rata nilai tes siswa pada siklus I adalah 69,46%. Pada siklus I siswa yang memperoleh nilai tertinggi dari 15 siswa, terdapat 4 siswa yaitu dengan kode nama MALB dengan nilai 80, KB dan KP dengan nilai 78, RMT nilai 75. Dari ke-4 siswa diatas telah memperoleh atau mencukupi nilai KKM 75. Sedangkan siswa yang memperoleh nilai terendah ada 11 siswa yaitu dengan kode nama AM, dan AK memperoleh nilai 66, AS memperoleh nilai 74, BRT, DM, dan EU memperoleh nilai 70. EN, MT dan MAK memperoleh nilai 60, MJS, MAK, dan ON memperoleh nilai 65. ke- 11 siswa tersebut tidak mencapai standar KKM 75. Dari siklus I ini nilai rata-rata dari keseluruhan siswa adalah 69,46, dimana nilai ini juga belum mencapai atau memperoleh KKM 75 karena di siklus I ini siswa belum sepenuhnya menyimak berita dengan baik dan belum memahami baik dengan pembelajaran menyimak berita dengan menggunakan teknik dengar catat, sehingga penulis melanjutkan ke siklus kedua.

Pembahasan Siklus II

1. AM memperoleh nilai 80 kategori baik karena siswa mampu menyimak berita dan menemukan pokok atau isi yang terpenting dari berita yang disimak.
2. AK memperoleh nilai 80 kategori baik karena siswa mampu menemukan pokok atau isi yang terpenting dari berita yang disimak.
3. AS memperoleh nilai 90 kategori sangat baik karena siswa sangat mampu dalam menyimak berita dengan baik dan benar.
4. BRT memperoleh nilai 86 kategori baik karena siswa mampu dalam menyimak berita dan menyimak dengan baik berita yang disimak sehingga bisa menemukan pokok atau isi dari berita yang didengar.

5. DM memperoleh nilai 86 kategori baik karena siswa mampu menyimak berita dan mampu juga dalam menemukan pokok atau isi yang terpenting dari berita.
6. EU memperoleh nilai 86 kategori baik karena siswa mampu menemukan pokok dari berita yang disimak dengan baik.
7. EN memperoleh nilai 75 kategori kurang karena siswa mampu dalam menyimak berita dan ada peningkatan dalam memperoleh menyimak berita.
8. KB memperoleh nilai 92 kategori sangat baik karena siswa sangat mampu dalam menyimak berita sehingga ada peningkatan dan siswa sangat baik dalam menemukan pokok atau isi yang terpenting dari berita.
9. KP memperoleh nilai 92 kategori sangat baik karena siswa mampu menemukan pokok dari berita yang disimak dan juga siswa ada peningkatan dalam menemukan pokok berita.
10. MT memperoleh nilai 75 dengan kategori cukup karena siswa ada peningkatan dalam menyimak berita dan mampu menyimak atau menemukan pokok yang terpenting dari berita yang disimak.
11. MALB memperoleh nilai 92 dengan kategori sangat baik karena siswa juga sangat mampu dalam menyimak berita dan mampu menemukan pokok atau isi yang terpenting dari berita yang didengar.
12. MJS memperoleh nilai 86 kategori baik karena siswa juga mampu menyimak berita dengan baik dan ada peningkatan dalam menyimak berita yang disimak.
13. MAK memperoleh nilai 74 kategori cukup karena siswa belum sepenuhnya menyimak berita dan mungkin kemampuannya dalam menyimak berita kurang sehingga siswa tersebut tidak mencapai standar KKM.
14. ON memperoleh nilai 78 kategori cukup karena siswa mampu menemukan pokok atau isi yang terpenting dari berita yang disimak.
15. RMT memperoleh nilai 90 kategori sangat baik karena siswa sangat mampu dalam menemukan isi atau pokok yang terpenting dari berita yang disimak.

Siklus II ini siswa memperoleh peningkatan dengan mencapai nilai standar KKM 75 yakni: ada 14 siswa yang mengalami peningkatan dengan kode nama KB, KP dan MALB dengan nilai 92. AS, dan RMT dengan memperoleh nilai 90. BRT, DM, EU, dan MJS dengan nilai 86. AM dan AK memperoleh nilai 80, ON memperoleh nilai 78, EN, dan MT memperoleh nilai 75. Sedangkan siswa yang tidak mencapai standar atau memperoleh KKM 75 ada 1 siswa yaitu dengan kode nama MAK dengan nilai yang diperoleh 74 karena siswa tidak mampu menyimak berita atau menemukan pokok-pokok dari berita.

Penulis menyimpulkan secara umum dari nilai rata-rata siswa pada siklus II dengan memperoleh nilai 84,13. pada siklus II ini daya menyimak siswa mengalami peningkatan dengan hasil yang baik dan siswa juga sudah memahami secara baik materi pembelajaran dan siswa dapat menyimak berita dari media audiovisual berupa laptop dengan baik. Data tersebut menunjukkan bahwa terjadinya peningkatan, ketuntasan belajar diperoleh memenuhi kriteria bahkan dapat dikategorikan memuaskan, sebab kriteria ketuntasan minimum (KKM) di sekolah SMP Negeri Oenenu adalah 75% dan yang dicapai pada siklus II tersebut melebihi standar minimum 84,13. Walaupun pada siklus I ketuntasan belajar siswa belum memuaskan, tetapi pada siklus II ketuntasan belajar siswa sudah baik, karena sudah mencapai target yang telah ditetapkan yaitu 75% siswa mendapatkan nilai 75 ke atas. Nilai persentase dari kedua siklus tersebut yakni: 19,56%.

SIMPULAN

Berdasarkan hasil penelitian dari siklus I dan II, dapat disimpulkan bahwa penerapan media audiovisual dalam meningkatkan keterampilan menyimak berita dengan teknik dengar catat 5w+1h pada siswa kelas VIII E SMPN Oenenu tahun ajaran 2018/2019.

Melalui pembelajaran masalah pada penerapan media audiovisual dalam meningkatkan ketrampilan menyimak berita menggunakan teknik dengar catat 5w+1h yang pertama siswa masih terlihat tidak aktif dalam pembelajaran. Namun pada siklus kedua aktifitas belajar siswa lebih aktif dalam pembelajaran.

Peningkatan pembelajaran berbasis masalah dapat meningkatkan kemampuan siswa menyimak berita dengan menggunakan teknik dengar catat 5w+1h pada siswa kelas VIII E SMP Negeri Oenenu. Peningkatan telah memenuhi standar KKM di SMP Negeri Oenenu. Pemerolehan data dari hasil penelitian ini sangat berguna untuk meningkatkan kompetensi guru dalam mengembangkan keterampilan menyimak berita menggunakan media audiovisual dengan teknik dengar catat 5w+1h pada siswa SMP Negeri Oenenu yaitu meningkatkan kualitas aktifitas siswa.

Dari peningkatan kemampuan siswa menyimak berita pada siswa kelas VIII E di SMP Negeri Oenenu dapat dinyatakan bawa peningkatan nilai rata-rata menyimak antara siklus I dengan nilai 69,46 dan siklus II dengan nilai 84,13 dapat dinyatakan peningkatan presentase KKM sebesar 19,56%. Pada penelitian siklus kedua dapat dinyatakan bahwa siswa kelas VIII E di SMP Negeri Oenenu telah mencapai standar KKM yang diberikan dan dinyatakan mampu menyimak berita dengan baik yang menggunakan media audiovisual teknik dengar - catat 5w+1h.

Berdasarkan pembahasan dan kesimpulan diatas terdapat beberapa saran yaitu:

- a. Disarankan kepada guru untuk dapat mencoba menerapkan pembelajaran menyimak berita menggunakan media audiovisual agar dapat memberikan variasi baru dalam proses pembelajaran sebagai upaya untuk tercapainya tujuan pembelajaran yang diharapkan.
- b. Kepada siswa agar dapat menyimak dengan baik pelajaran yang diterapkan secara berkonsentrasi, keseriusan supaya siswa mempunyai motivasi dalam menyimak melalui media audiovisual dalam pembelajaran.
- c. Bagi peneliti lain disarankan agar dilakukan penelitian lebih lanjut mengenai pembelajaran menyimak berita menggunakan media audiovisual. Peneliti mengemukakan masih terdapat beberapa kekurangan dalam penelitian ini, diharapkan bagi peneliti lain kekurangan ini nantinya dapat dijadikan bahan rujukan untuk melakukan penelitian selanjutnya.

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MENGUNGKAP MAKNA TUTURAN *BONET* SEBAGAI MEDIA KOMUNIKASI TRADISIONAL DALAM MENUTURKAN SEJARAH KAMPUNG AEKA: SALAH SATU STRATEGI PEMERTAHANAN NILAI BUDAYA LOKAL

Priskilla Yuniarti¹⁾

Hotlif A. Nope²⁾

Prodi Linguistik Pascasarjana Universitas Nusa Cendana

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan makna yang terkandung dalam Tuturan Adat Bonet dalam Menuturkan Sejarah Kampung Aeka di Desa Oemolo Kecamatan Amabi Oefeto Timur Kabupaten Kupang NTT. Penelitian ini penting dan menarik karena Bonet merupakan suatu media komunikasi tradisional yang sarat makna, terutama dalam proses penyampaian pesan-pesan moral dan sosial. Media tradisional ini mulai ditinggalkan oleh generasi muda, oleh karena itu hasil penelitian ini diharapkan dapat mengungkap makna penting dibalik tradisi Bonet sebagai salah satu strategi untuk mempertahankan tradisi tersebut. Metode penelitian yang digunakan dalam penelitian ini adalah metode deskriptif. Metode ini bertujuan untuk melukiskan dan memahami model kebudayaan suatu masyarakat secara fenomenologis dan apa adanya dalam konteks satu kesatuan yang integral. Hasil penelitian menunjukkan bahwa Makna bonet dalam menuturkan Sejarah Kampung Aeka di Desa Oemolo memiliki dua jenis makna yaitu, 1) makna didaktis, 2) makna sosiologis.

Kata Kunci: *Bonet, Makna, Linguistik Kebudayaan, Media Komunikasi*

PENDAHULUAN

Bahasa tidak dapat dipisahkan dari konteks budaya dalam lingkaran kehidupan masyarakat, oleh Masinambow dalam (Cear, 1995: 1995-218) menyebunya sebagai hubungan yang bersifat koordinatif karena bahasa tidak hanya dipandang sebagai sarana komunikasi atau kelompok untuk mengungkapkan pikiran, perasaan, emosi dan sebagainya tetapi bahasa juga dipandang sebagai sumber daya untuk menyingkap misteri budaya baik itu perilaku berbahasa, identitas dan kehidupan penutur, serta pelestarian nilai-nilai budaya. Budaya adalah suatu cara hidup yang berkembang, dan dimiliki bersama oleh sebuah kelompok orang, dan diwariskan dari generasi ke generasi. Budaya terbentuk dari banyak unsur yang rumit, termasuk sistem agama dan politik, adat istiadat, bahasa, perkakas, pakaian, bangunan, dan karya seni. Bahasa, sebagaimana juga budaya, merupakan bagian tak terpisahkan dari diri manusia sehingga banyak orang cenderung menganggapnya diwariskan secara genetis. Whorf melihat bahasa dari sisi struktur bahwa orang akan memandang dunia secara berbeda tergantung pada struktur bahasa yang digunakan (Wardhaugh, 1986: 212-213). Ketika seseorang berusaha berkomunikasi dengan orang-orang yang berbeda budaya, dan menyesuaikan perbedaan-perbedaannya, membuktikan bahwa budaya itu dipelajari.

Keanekaragaman bahasa (multilingualisme) tidak dapat dipisahkan dari keanekaragaman budaya (multikulturalisme). Ditinjau dari segi budaya, bahasa termasuk aspek budaya, kekayaan bahasa merupakan sesuatu yang menguntungkan. Berbagai bahasa itu akan merefleksikan kekayaan budaya yang ada pada masyarakat pemakainya (multikultural). Akan tetapi, apabila ditinjau dari segi bahasa, multilingual dapat menimbulkan permasalahan dalam berkomunikasi.

Setiap bangsa memiliki kebudayaan yang tidak pernah terpisah dari kehidupan manusia. Sejalan dengan batasan kebudayaan Koentjoroningrat (1989:187) mengatakan bahwa

kebudayaan merupakan berkat akal budi manusia yang dipergunakan untuk memenuhi kebutuhan kehidupan jasmani dan rohaninya. Kebudayaan mencakupi kompleks ide, gagasan, nilai-nilai, norma-norma, peraturan dan sebagainya. Kebudayaan identik dengan tuturan adat/ritual adat yang di sebut juga bahasa lisan. Linguistik kebudayaan merupakan salah satu perspektif teoritis dalam linguistik kognitif yang mengkaji hubungan bahasa dan kebudayaan suatu masyarakat dengan tujuan untuk menyingkap makna budaya yang tersurat dan tersirat dalam bahasa yang mereka gunakan (Palmer, 1996). Salah satu warisan linguistik kebudayaan adalah *Bonet* pada suku Timor Dawan (*atoin meto*) di Pulau Timor NTT.

Bonet adalah jenis tuturan adat berirama atau puisi lisan yang seringkali dilagukan. Tuturan membentuk satuan-satuan berupa penggalan yang ditandai dengan jeda. *Bonet* disebut juga sebagai media tradisional. *Bonet* sudah menjadi tradisi lisan turun temurun dari nenek moyang orang Timor sejak dahulu kala. Lewat *bonet* masyarakat dapat mengekspresikan dan mengungkapkan perasaan melalui syair dan pantun pada upacara-upacara adat.

Suku Timor Dawan (*atoin meto*) adalah satu di antara suku yang ada di Indonesia tepatnya di Provinsi Nusa Tenggara Timur, suku ini masih identik dengan kebudayaan yang masih kental. Contohnya setiap pesta diramaikan dengan tarian lingkaran *bonet*, dalam tarian *bonet* memiliki tuturan adat yang disebut tuturan *bonet*. *Bonet* biasanya dilaksanakan pada malam hari. Dalam pesta itu orang-orang Dawan akan menghabiskan waktu pada malam hari hingga siang tanpa tidur sekejappun. Namun berjalannya waktu, *bonet* tidak harus dilakukan di malam hari, untuk melaksanakan *bonet* bisa dilaksanakan pada siang hari. Masyarakat Timor Dawan memanfaatkan *bonet* sebagai alat berkomunikasi. Melalui tuturan adat *bonet* ini, masyarakat Timor menyelipkan berbagai pesan/informasi terlebih untuk menyampaikan aspirasi dan suara mereka kepada pihak luar seperti pemerintah. Sebagian masyarakat Timor masih sangat setia memegang teguh adat istiadat peninggalan nenek moyang mereka. Mulai dari cara berpakaian, bersikap, hingga bermasyarakat. Mereka pun masih menggunakan berbagai peninggalan nenek moyang sebagai simbol berinteraksi di dalam masyarakat.

Bonet merupakan salah satu tradisi warisan leluhur yang jarang dilaksanakan oleh suku Timor di Desa Oemolo hal ini dikarenakan sedikit anak-anak muda yang bisa menuturkan *Bonet*, bahkan keberadaan *Bonet* hampir punah di desa tersebut. Menurut tokoh masyarakat Desa Oemolo Bapak Salmun Lopo *Bonet* dilaksanakan terakhir kali di Desa Oemolo pada Tahun 1970an di desa Oemolo tepatnya di kampung Aeka orang-orang tua jaman dulu selalu melakukan *Bonet* pada saat diadakan pasar yaitu minggu malam dan berakhir sampai senin pagi, pada saat itu pasar di kampung Aeka berlangsung setiap hari senin, sehingga untuk meramaikan pasar para orang tua di kampung Aeka melaksanakan *bonet*. Mereka melakukan *Bonet* dengan tujuan untuk menghibur para pengunjung di pasar tersebut.

Pada umumnya generasi muda yang menetap di perkotaan tidak mengetahui secara rinci tentang tuturan adat *Bonet*. Hal ini disebabkan karena adanya perkembangan ilmu pengetahuan dan teknologi yang melaju kian pesat sehingga mengancam kelestarian budaya. Oleh karena itu penulis ingin melakukan penelitian dengan judul “Makna Tuturan *Bonet* Sebagai Media Komunikasi Tradisional dalam Menuturkan Sejarah Kampung Aeka: Sebuah Tinjauan Linguistik Kebudayaan”. Penelitian ini dipandang penting dan menarik dengan tujuan untuk menemukan dan mendeskripsikan makna *Bonet* sebagai media Komunikasi Tradisional yang sarat makna. Hasil penelitian ini diharapkan dapat mendorong masyarakat Suku Timor untuk tetap mempertahankan dan menghidupkan tuturan *bonet* di masyarakat Timor, khususnya Desa Oemolo Kabupaten Kupang NTT. Oleh karena itu maka penelitian ini bertujuan untuk Mendeskripsikan makna yang terkandung dalam Tuturan Adat *Bonet*

dalam Menuturkan Sejarah Kampung Aeka di Desa Oemolo Kecamatan Amabi Oefeto Timur Kabupaten Kupang NTT.

STUDI PUSTAKA

Linguistik Kebudayaan

Linguistik kebudayaan merupakan salah satu perspektif teoritis dalam linguistik kognitif yang mengkaji hubungan bahasa dan kebudayaan suatu masyarakat dengan tujuan untuk menyingkap makna budaya yang tersurat dan tersirat dalam bahasa yang mereka gunakan (Palmer, 1996). Bahasa yang digunakan dalam konteks kehidupan suatu masyarakat berhubungan dengan kebudayaan yang dianut masyarakat karena bahasa dalam penggunaannya sebagai sarana komunikasi dan interaksi merupakan cerminan dan refleksi kebudayaan suatu masyarakat.

Hubungan bahasa dan kebudayaan begitu erat karena bahasa terdapat dalam kebudayaan (*language in culture*) dan kebudayaan terdapat dalam bahasa (*culture in language*) (Hoijer dalam Duranti 1997). Konsep linguistik kebudayaan digunakan pula oleh Palmer (1996:36) mengemukakan bahwa linguistik kebudayaan adalah sebuah nama yang cenderung mengandung pengertian luas dalam kaitan dengan bahasa dan kebudayaan.

Semiotik

Semiotika sendiri secara etimologi berasal dari bahasa Yunani yaitu *semieon*, yang artinya adalah “tanda” Semiotik (*semiotic*) adalah teori tentang pemberian ‘tanda’. Dalam pengertian yang luas semiotik berarti studi sistematis mengenai produksi dan interpretasi tanda, bagaimana kerjanya, dan apa manfaatnya terhadap kehidupan manusia. Menurut Saussure tanda memiliki tiga wajah yaitu tanda itu sendiri (*sign*), aspek material (suara, huruf, bentuk, gambar, gerak) dari tanda yang berfungsi mendakan atau yang dihasilkan oleh aspek material (*signifier*), dan aspek mental atau konseptual yang dibentuk oleh aspek materi (*signified*). Hal terpenting yang dilakukan dalam melakukan analisis tentang tanda adalah mengetahui mana aspek material dan aspek mental dari sebuah tanda: karena tanda itu sendiri merupakan kesatuan antara *signifier* dan *signified*. Hubungan antara *signifier* dan *signified* disebut sebagai *signification*. (Saussure 1913, dalam Hidayat, 2002).

Semiotik atau semiologi merupakan *pseudoscientific* yang memfokuskan kajiannya untuk membedah tanda. Terma *pseudo-scientific* dipergunakan sebagai sebuah kompromi pandangan antara kubu yang menyatakan bahwa semiotik merupakan sebuah ilmu sebagaimana dikonstruksi oleh Ferdinand de Saussure, dengan kubu lain yang menyebutkan bahwa semiotik hanya merupakan sudut pandang, metode analisis, atau pendekatan, (Khoirin, 2013:120). Jika semiotik menggarap semua tanda yang ada, ruang lingkup kajian semiotik menjadi begitu luas. Tanda secara implisit dipandang sebagai sarana komunikatif yang bertempat di antara dua orang manusia yang bermaksud melakukan komunikasi atau mengekspresikan sesuatu satu sama lain.

METODE PENELITIAN

Metode penelitian yang digunakan dalam penelitian ini adalah metode deskriptif. Metode ini bertujuan untuk melukiskan dan memahami model kebudayaan suatu masyarakat secara fenomenologis dan apa adanya dalam konteks satu kesatuan yang integral.

HASIL DAN PEMBAHASAN

Makna Tuturan Adat Bonet dalam Menuturkan Sejarah Kampung Aeka di Desa Oemolo Kabupaten Kupang

Analisis makna merupakan langkah untuk menelusuri kandungan isi di balik bentuk yang dipakai sebagai jembatan yang akan menghubungkan fungsi-fungsi yang diemban terhadap realitas sosial budaya masyarakat. Makna tidak terlepas dari bentuk yang dicermati melalui teks dan konteks. Upaya menganalisis makna dalam tuturan adat *Bonet* ditempuh dengan tujuan agar dapat menyingkap makna-makna yang terkandung di dalamnya. Makna *bonet* dalam menuturkan Sejarah Kampung Aeka di Desa Oemolo Kecamatan Amabi Oefeto Timur Kabupaten Kupang memiliki empat jenis makna yaitu, 1) makna didaktis, 2) makna sosiologis, 3) makna historis, dan 4) makna budaya.

a. Makna Didaktis

Secara keseluruhan tuturan *Bonet* mengemban makna didaktis. Dikatakan demikian, karena pada setiap tuturan *Bonet* terkandung sejumlah pengetahuan hukum (norma adat). Dalam analisis makna didaktis ini, peneliti mengkaji tuturan *bonet* yang bertautan dengan pengetahuan hukum. Data pendukung terhadap makna didaktis, dapat dilihat pada data di bawah ini.

Kah kah ma ho hoi ha hana hu e no hana mbi let no namnais nalalit on kah kah.

Terjemahan:

‘Mari berkumpul di pohon taduk seperti daun kayu putih yang sudah tua’.

Tua-tua adat mengajak masyarakat bersatu di wilayah tertentu, meskipun masyarakatnya sudah ada yang tua namun memiliki semangat seperti anak muda.

Ne on kah kah na ho hoi hana hu e no hana mbi let no na ho hoi ha hana nopaf Aeka hana mbi let no namnais nalalit on kah kah

Terjemahan:

‘Mari berkumpul di kampung Aeka seperti pohon taduk dan daun kayu putih yang sudah tua’.

Tua-tua adat mengajak masyarakat bersatu di kampung Aeka, meskipun masyarakatnya sudah ada yang tua namun memiliki semangat seperti anak muda.

Ne on kah kah na ho hoi hana hu e no hana mbi non laku hana mbilet no namnais nalalit on kah kah mbi let no

Terjemahan:

‘Mari berkumpul di Non Laku seperti pohon taduk yang sudah tua’.

Tua-tua adat mengajak masyarakat bersatu di Non Laku, meskipun masyarakatnya sudah ada yang tua namun memiliki semangat seperti anak muda.

Ne on kah kah ma ho hoi hana usif nain kun mbi let no namnais na lalit on kah kah

Terjemahan:

‘Mari berkumpul di tempat yang ditunjukkan Raja seperti pohon taduk yang sudah tua.’

Tua-tua adat mengajak masyarakat bersatu di wilayah yang sudah Raja tunjukan, meskipun masyarakatnya sudah ada yang tua namun memiliki semangat seperti anak muda.

Data diatas menggambarkan makna didaktis yang mengemban pengetahuan hukum. Pengetahuan hukum disini bukanlah hukum tertulis, melainkan norma adat yang tidak tertulis, namun sangat kuat dan mengikat, yang diakui oleh masyarakat Aeka sehingga anggota masyarakat yang melanggar adat istiadat tersebut akan menderita karena sanksi keras yang secara tidak langsung dikenakan. Makna yang tersingkap di balik data diatas menggambarkan bahwa Raja dan tua-tua adat mengajak masyarakat bersatu. Dalam hal ini, akan adanya suatu ketentuan norma yang berlaku pada masyarakat Oemolo. Apabila melanggar norma tersebut akan nampak bahwa, kita telah mengkhianati adat istiadat yang telah menjadi dasar berpijaknya segala aturan yang berlaku pada masyarakat setempat. Oleh karena itu setiap individu maupun kelompok harus tunduk dan patuh kepada segala bentuk norma adat istiadat yang berlaku.

Data tuturan selanjutnya mengandung didikan antara Raja dan tua-tua adat kepada masyarakat. Didikan tersebut mengandung perintah/ajakan kepada masyarakat di kampung Oemolo khususnya kampung Aeka Non Laku Upun Puames untuk selalu bersatu di wilayah yang sudah ditentukan oleh Raja. Karena tanpa perintah masyarakat di Aeka bisa terpecah, sehingga tidak ada kerukunan antar masyarakat. Tuturan tersebut juga mengajak siapapun yang tinggal di Aeka harus menghargai perintah Raja, karena untuk menghindari sanksi keras yang tidak langsung dikenakan.

b. Makna Sosiologis

Makna sosiologis berkaitan dengan hubungan interaksi antar individu maupun kelompok dengan sesama dalam kehidupan bermasyarakat. Dalam kehidupan bermasyarakat, makna sosiologis berfungsi untuk menata perilaku hidup manusia menuju kehidupan yang harmonis. Makna sosiologis berkenaan dengan hubungan manusia dengan manusia lain dalam konteks kekerabatan.

Makna sosiologis selalu bertautan dengan hubungan antarindividu dalam kehidupan masyarakat Oemolo. Berbagai macam kegiatan yang dilakukan manusia tidak terlepas dari orang lain. Interaksi itu terjadi karena adanya hubungan kekeluargaan atau kekerabatan serta hubungan sosial masyarakat untuk mencapai kehidupan yang selaras. Di samping itu makna sosiologis merupakan pedoman yang menjadi penuntun dalam menjalin hubungan yang harmonis dengan sesama dalam kehidupan sehari-hari. Makna sosiologis yang terkandung dalam tuturan adat *Bonet* dalam menuturkan sejarah kampung Aeka adalah sebagai berikut:

Kah kah ma ho hoi ha hana hu e no hana mbi let no namnais nalalit on kah kah

Terjemahan:

‘Mari berkumpul di pohon taduk seperti daun kayu putih yang sudah tua’.

Tua-tua adat mengajak masyarakat bersatu di wilayah tertentu, meskipun masyarakatnya sudah ada yang tua namun memiliki semangat seperti anak muda.

Ne on kah kah ma hoi hoi hana hu e no hana buni sufan mbi let no namnais nalali on kah kah

Terjemahan:

‘Mari berkumpul di pohon taduk seperti bunga pohon buni dan daun kayu putih sampai tua namun seperti masih muda’.

Putri raja merangkul masyarakat untuk bersatu dalam suatu wilayah tertentu, meskipun masyarakatnya sudah ada yang tua namun memiliki semangat seperti anak muda.

Ne on kah kah na ho hoi hana hu e no hana mbi let no na ho hoi ha hana nopaf Aeka hana mbi let no namnais nalalit on kah kah

Terjemahan:

‘Mari berkumpul di kampung Aeka seperti pohon taduk dan daun kayu putih yang sudah tua’.

Tua-tua adat mengajak masyarakat bersatu di kampung Aeka, meskipun masyarakatnya sudah ada yang tua namun memiliki semangat seperti anak muda.

Ne on kah kah na ho hoi hana hu e no hana mbi non laku hana mbilet no namnais nalalit on kah kah mbi let no

Terjemahan:

‘Mari berkumpul di Non Laku seperti pohon taduk yang sudah tua’.

Tua-tua adat mengajak masyarakat bersatu di Non Laku, meskipun masyarakatnya sudah ada yang tua namun memiliki semangat seperti anak muda.

Ne on kah kah na ho hoi hana naimnuke hana mbi let no namnais nalalit on kah kah

Terjemahan:

‘Mari berkumpul bersama pangeran di pohon taduk seperti daun kayu putih sampai tua jangan tidak tidak’

Pangeran merangkul semua masyarakat.

Ne on kah kah na ho hoi hana pua mes nain kun mbi let no namnais nalalit on kah kah

Terjemahan:

‘Mari berkumpul di sebuah pohon pinang seperti pohon taduk yang sudah tua’.

Tua-tua adat mengajak masyarakat bersatu di Puames, meskipun masyarakatnya sudah ada yang tua namun memiliki semangat seperti anak muda.

Ne on kah kah ma ho hoi hana usif nain kun mbi let no namnais na lalit on kah kah

Terjemahan:

‘Mari berkumpul di tempat yang ditunjukkan Raja seperti pohon taduk yang sudah tua.’

Tua-tua adat mengajak masyarakat bersatu di wilayah yang sudah Raja tunjukan, meskipun masyarakatnya sudah ada yang tua namun memiliki semangat seperti anak muda.

Satuan kebahasaan yang terdapat pada kata ‘*mbi let no*’ pada data di atas terjemahan bebasnya ‘di pohon taduk’ dan arti harafiahnya ‘bersatu’. Pohon taduk diibaratkan sebagai tempat (kampung Aeka) dan daun pohon taduk diibaratkan masyarakat yang berkumpul di kampung Aeka, artinya masyarakat hidup bersatu di Aeka. Data diatas merupakan perintah karena mengandung ajakan dari Raja dan tua-tua adat untuk hidup bersatu dan damai. Tuturan di atas menyiratkan pentingnya kebersamaan dalam kehidupan bermasyarakat. Hal ini menunjukkan bahwa dalam kehidupan sehari-hari manusia tidak bisa berjalan sendiri tetapi membutuhkan orang lain karena manusia adalah makhluk sosial.

Data selanjutnya mengandung makna sosial karena tuturan tersebut mengungkapkan anak-anak raja (Buni Sufan dan Naimnuke) merangkul masyarakat untuk bersama-sama hidup rukun di wilayah yang sudah ditentukan Raja. Anak-anak Raja tidak membedakan golongan antara anak bangsawan dan rakyat jelata, mereka menganggap semua derajat manusia sama dan mereka juga ingin hidup damai bersama rakyat. Anak-anak raja menyadari bahwa kebersamaan antara mereka juga ditandai dengan perbedaan-perbedaan. Dari perbedaan yang ada dimaknai secara positif bahwa perbedaan justru menjadi alasan yang membuat anak-anak raja dan masyarakat saling membutuhkan untuk hidup rukun dan damai.

Bagi masyarakat di kampung Aeka persatuan itu diibaratkan harta yang paling berharga. Demikian juga tuturan ini bertujuan memberikan ajaran kepada kita untuk selalu menjalin hubungan baik secara individu maupun secara kelompok yang berlandaskan asas kekeluargaan sehingga rasa kepedulian dan tanggung jawab sebagai keluarga dapat dipertahankan.

KESIMPULAN

Upaya menganalisis makna dalam tuturan adat *Bonet* ditempuh dengan tujuan agar dapat menyingkap makna-makna yang terkandung di dalamnya. Makna *bonet* dalam menuturkan Sejarah Kampung Aeka di Desa Oemolo Kecamatan Amabi Oefeto Timur Kabupaten Kupang memiliki dua jenis makna yaitu, 1) makna didaktis, 2) makna sosiologis.

Secara keseluruhan tuturan *Bonet* mengemban makna didaktis. Dikatakan demikian, karena pada setiap tuturan *Bonet* terkandung sejumlah pengetahuan hukum (norma adat). Sementara makna sosiologis karena dari hasil penelitian tuturan tersebut menyiratkan pentingnya kebersamaan dalam kehidupan bermasyarakat.

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BIODATA

¹⁾**Priskilla Yuniarti** telah menyelesaikan studi pada Prodi Linguistik Pascasarjana Undana, saat ini dia tertarik pada Linguistik kebudayaan dan ingin mendalami fenomena bahasa pada Etnis Timor di NTT. Salah satu aspek budaya yang ingin di dalami berkaitan dengan budaya “*Natoni*” sebagai media komunikasi tradisional pada masyarakat Timor.

²⁾**Hotlif A. Nope** Saat ini dia tertarik pada isu agama dan budaya, telah menghasilkan beberapa hasil penelitian yang berkaitan dengan budaya dan agama seperti Sinkretisme agama dan budaya lokal, Akulturasi agama dan budaya, Strategi pemertahanan nilai budaya masyarakat, mengkaji tradisi *Natoni* dan *Bonet* sebagai media komunikasi tradisional, dan beberapa hasil karya lainnya.

BENTUK, FUNGSI DAN MAKNA DALAM TUTURAN ADAT *MNAH BA* PADA SUKU FEO DI DESA FENUN KECAMATAN AMANATUN SELATAN KABUPATEN TIMOR TENGAH SELATAN

Adelina Feo
Program Magister Ilmu Linguistik
Universitas Nusa Cendana Kupang
Email: adelinafeo1990@gmail.com

ABSTRAK

Penelitian ini berjudul, “Bentuk, Fungsi Dan Makna Dalam Tuturan Adat *Mnah Ba* Pada Suku Feo Di Desa Fenun Kecamatan Amanatun Selatan Kabupaten Timor Tengah Selatan”. Tujuan penelitian yang meliputi: (1) Bagaimana bentuk yang terkandung di dalam tuturan adat *Mnah Ba* pada suku Feo di Desa Fenun Kecamatan Amanatun Selatan, Kabupaten Timor Tengah Selatan?, (2) Apasajakah fungsi dari tuturan adat *Mnah Ba* pada suku Feo di Desa Fenun, Kecamatan Amanatun Selatan, Kabupaten Timor Tengah Selatan?, (3) Makna apa sajakah yang terdapat dalam tuturan adat *Mnah Ba* pada suku Feo di Desa Fenun, Kecamatan Amanatun Selatan, Kabupaten Timor Tengah Selatan?. Sejalan dengan masalah-masalah tersebut penelitian ini bertujuan untuk (1) Untuk mendeskripsikan bentuk yang terkandung dalam tuturan adat *Mnah Ba* pada suku Feo di Desa Fenun Kecamatan Amanatun Selatan, Kabupaten Timor Tengah Selatan, (2) Untuk menemukan fungsi yang terkandung dalam tuturan adat *Mnah Ba* pada suku Feo di Desa Fenun Kecamatan Amanatun Selatan, Kabupaten Timor Tengah Selatan dan (3) Untuk menemukan makna yang terkandung dalam tuturan adat *Mnah Ba* pada suku Feo di Desa Fenun Kecamatan Amanatun Selatan, Kabupaten Timor Tengah Selatan. Manfaat yang ingin di peroleh dalam penelitian ini berupa manfaat teoritis dan manfaat praktis. Secara teoretis penelitian ini diharapkan dapat bermanfaat untuk menambah khazanah kajian sastra daerah sebagai wujud kebudayaan, khususnya kajian sastra daerah di masyarakat Desa Fenun, Kecamatan Amanatun Selatan, Kabupaten TTS. Secara praktis penelitian ini sebagai dokumen dan bahan belajar bagi mahasiswa khususnya serta masyarakat pada umumnya untuk menambah wawasan dan pengetahuannya dalam bidang pengkajian budaya dan kesusastraan. Teori yang digunakan dalam penelitian ini adalah teori linguistic kebudayaan. Metode yang digunakan untuk menganalisis data penelitian ini adalah metode deskriptif kualitatif. Hasil penelitian ini menunjukkan bahwa fungsi bahasa dalam tuturan *Mnah ba* dapat dikelompokkan menjadi (1) fungsi representasional (deklaratif, orientasi pada topik), (2) fungsi personal (komisif, orientasi penutur), dan (3) fungsi imajinatif (pengungkap sistem khayalan dan gagasan).

Kata Kunci: *Bentuk, Fungsi, Makna, Tuturan Adat Mnah Ba*

PENDAHULUAN

Berbicara tentang suatu bahasa dengan berbagai unsur bawahan langsung yang terkait didalamnya adalah kebudayaan, sebab bahasa merupakan sebuah wadah atau sarana untuk mengungkapkan segala fenomena-fenomena dari kebudayaan tersebut.

Berkaitan dengan pernyataan di atas, maka Indonesia merupakan bangsa yang didiami oleh berbagai macam etnis yang tentu mempunyai keunikan tersendiri dalam hal kebudayaan dan adat istiadat. Kebudayaan dan adat istiadat tersebut sangat erat kaitannya dengan masyarakat, karena segala hal yang terdapat di dalam masyarakat sangat ditentukan oleh kebudayaan yang dimilikinya sendiri. Pada setiap kebudayaan tentu terdapat tuturan adat. Tuturan adat biasanya berbentuk ungkapan-ungkapan, dan ungkapan-ungkapan tersebut mengandung makna kiasan yang terkandung di dalam tuturan tersebut.

Dalam upacara *mnah ba* biasa dipimpin oleh “A’naet” atau anak sulung untuk memberkati setiap kepala keluarga dan seluruh anggota keluarga yang menghadiri upacara *mnah ba* sehingga “*Mnah ba*” yang akan dinikmati menjadi berkah. Ritual *mnah ba* biasanya dilakukan di *ume kbubu* (rumah bulat). Masyarakat Amanatun Selatan, khususnya desa Fenun dan terlebih khusus lagi suku Feo selalu mengadakan upacara tersebut pada setiap tahundengan penuturan *mnah ba*. Upacara ini bertujuan untuk memohon kepada Tuhan, para leluhur, maupun dewa-dewa yang dianggap mempunyai kekuatan untuk menjauhkan malapetaka, terutama sakit-penyakit, kematian, dan kelaparan.

Dalam tuturan adat *mnah ba* (pencicipan makanan baru) ini biasanya dipimpin oleh “A’naet” (anak sulung) dimana telah dipersiapkan sesajian seperti jagung, kacang-kacangan, serta hewan kurban (babi, kambing atau ayam) yang sudah diletakkan di tikar besar (nahe naek) yang sudah dibentang di *ume kbubu* (rumah bulat). Dengan cara ini maka “A’naet” langsung menuturkan atau mengungkapkan dalam wujud tindakan ritual adat.

Tuturan-tuturan itu sudah merupakan warisan dari nenek moyang secara turun temurun dan biasanya dapat dilakukan pada upacara-upacara adat tertentu. Pada tuturan-tuturan itu terkandung bentuk, fungsi dan makna yang dapat dirasakan bahkan dapat dipahami jika kita benar-benar memahami tradisi dan kebudayaan yang ada di daerah kita masing-masing.

Sesuai penjelasan *mnah ba* di atas maka upacara yang dilakukan oleh suku Feo sebagai bagian dari kebudayaan suku Timor, isinya menunjukkan kekayaan rohani dalam bentuk nilai-nilai moral, dan pedoman hidup masyarakat Timor (Desa Fenun, Kabupaten TTS) pada masa lampau baik tentang manusia secara pribadi maupun manusia dalam hubungannya dengan alam dan lingkungan hidupnya.

METODE

Penelitian tentang bentuk, fungsi dan makna dalam tuturan adat *Mnah Ba* di Desa Fenun, Kecamatan Amanatun, Kabupaten Timor Tengah Selatan dilakukan dengan menggunakan metode deskriptif kualitatif yaitu berusaha untuk menggambarkan data yang ada. Kemudian menarik suatu kesimpulan secara umum berdasarkan masalah yang diterapkan.

PEMBAHASAN

Paparan Data

Mnah ba merupakan ritual upacara adat yang dilaksanakan oleh masyarakat suku Feo di Desa Fenun, Kecamatan Amanatun Selatan, Kabupaten Timor Tengah Selatan sebagai sarana atau media untuk saling menyampaikan maksud kepada arwah-arwah nenek moyang dan Tuhan, agar masyarakat dapat dijaukan dari cobaan maupun sakit-penyakit. Dikatakan *mnah ba* karena tuturan adat ini dilaksanakan pada saat masa awal panen, yang dimana akhir dari tuturan ini masyarakat akan berkumpul dan makan bersama makanan baru hasil panen dan diharuskan untuk makan menggunakan tangan.

Beranjak dari jenis kajian ini, yakni linguistik kebudayaan, di mana selalu menggunakan bahasa untuk mengungkapkan wujud kebudayaan yang dianut dan diyakini oleh suatu masyarakat, maka *mnah ba* dalam kajian ini pun diungkapkan oleh masyarakat suku Feo sesuai dengan sistem kebudayaan yang terdapat dalam suku Feo.

Sejak eksistensi *mnah ba*, peranan tua adat sangatlah penting, karena tua adat merupakan orang yang berhak untuk memimpin upacara adat sekaligus menyampaikan maksud kepada

arwah-arwah nenek moyang dan Tuhan. Sedangkan suku Feo merupakan masyarakat yang wajib hadir dalam upacara adat tersebut.

Bertolak dari tua adat sebagai orang yang berperan penting dalam upacara adat ini, maka filosofi penanggungjawab keselamatan keluarga secara umum merupakan tanggungjawab tua adat, atau saudara laki-laki yang dianggap paling tertua dalam suku. Filosofi ini timbul dari keyakinan masyarakat suku Feo bahwa tua adat merupakan “*mafefa*” yang suaranya akan didengar oleh arwah-arwah nenek moyang dan Tuhan atau yang sering dikemas dalam ungkapan masyarakat sebagai berikut “*in nafek lasi ai in nauab lo hetatuina in hanan (juru bicara putuskan masalah atau bicara kita harus turuti perintahnya)*”. Asumsi yang mendasari filosofi ini adalah bahwa tua adat adalah satu-satunya jalan untuk dapat berkomunikasi dengan arwah-arwah nenek moyang dan Tuhan, agar masyarakat suku Feo dijaukan dari cobaan dan sakit-penyakit.

Untuk mendukung argumen bahwa *mnah ba* merupakan upacara adat masyarakat suku Feo saat awal panen, maka berikut ini akan ditampilkan semua hasil penelitian tentang *mnah ba* yang sebagai bukti.

Data Penelitian Mnah Ba

Mnah ba

Poi mam tasiom kumum sat puin mu nablia

Henati hao mam fatimfani kai

He kais mipen suat ma menas neu hai aom taun

Hai maitko onle tol muni ma nal muni

Mumnesam ma mumnasien hem hao fani kai mam fatim fani kai

Haim etum ma miton neu ko

Henati haokai nok aomina ma alekot

He kais mipen suat ma menas neu hai aom taun

Terjemahan Bebas

Makanan baru

Keluar dan kena embun juga puler mu subur

Supaya kasih makan dan pelihara kami

Supaya kami jangan dapat tantangan dan penyakit untuk tubuh jasmani kami.

Kami ambil mu sebagai tunas baru dan isi baru

Sudah berisi dan tua kasih makan kembali kami

Kami sampaikan dan beritahu kepada mu

Supaya kami makan dengan sehat dan sejahtera

Supaya kami jangan dapat tantangan dan penyakit untuk tubuh jasmani kami

Manah ba digolongkan dalam jenis doa, tuturan yang terkandung dalam *mnah ba* merupakan bentuk permohonan yang ditujukan kepada arwah-arwah nenek moyang dan Tuhan. Berikut tahapan-tahapan pelaksanaan upacara adat *mnah ba*, yaitu:

1. Anak sulung kumpulkan adik-adiknya (*anaet nabuaba in olif sin oke*)
2. Putuskan kapan makan makanan baru (*nefek neu leka nahan mnah ba*)
3. Patah jagung bersama kemudian kumpul dan iris di rumah bulat (*tsek pena tabua ma tasnani nbi ume kbubu*)
4. Bakar babi (*tun fafi*)
5. Anak sulung sampaikan kepada arwah-arwah nenek moyang dan Tuhan (*anaet nauab neu nitun ma uisneno*)

6. Berkumpul dan makan makanan baru (*tabua tah mnah ba*)
7. Ambil pake tangan (*tbuit teki nimak*)

Adapun gaya bahasan yang dipergunakan dalam tuturan *mnah ba* adalah bahasa yang dipakai sehari-hari oleh masyarakat suku Feo, namun pemilihan bentuk kata formulasi kalimat yang dipergunakan memiliki ciri khas. Salah satu ciri khas yang terdapat pada tuturan *mnah ba* adalah pemakaian gaya bahasa simile yakni pengungkapan dengan perbandingan eksplisit yang dinyatakan dengan kata depan dan penghubung seperti *layaknya*, *bagaikan* dan lain-lain. Dalam tuturan *mnah ba*, pemakaian gaya bahasa ini terlihat dari penggunaan kata penghubung *onle*. Hal ini ditunjukkan pada kutipan berikut ini.

Hai maitko onle tol muni ma nal muni
Kami ambil mu sebagai tunas baru dan isi baru

Tampak jelas bahwa kutipan tersebut diatas mengandung gaya bahasa simile, dimana terdapat sebuah penghubung *onle* “sebagai” antara *hai maitko* dan *tol muni ma nal muni*.

Analisis Data Penelitian

Pada bagian pembahasan ini, penulis akan melakukan analisis secara keseluruhan terhadap data hasil penelitian terkait tiga masalah pokok yang terdapat pada bagian pendahuluan, yakni bentuk, fungsi dan makna yang diemban oleh *mnah ba*. Sebagaimana diarahkan oleh kajian linguistik kebudayaan, yakni bentuk merupakan pintu bagi penentuan fungsi, dan fungsi merupakan pintu untuk menentukan makna. Oleh karena itu, dapat dikatakan bahwa pembicaraan tentang makna dalam konteks kajian linguistik kebudayaan, tidak akan terlepas dari pembahasan tentang bentuk dan fungsi. Berdasarkan uraian di atas, maka berikut ini akan dipaparkan bentuk, fungsi dan makna dari *mnah ba* yang merupakan tujuan penelitian.

1. Bentuk, Fungsi, dan Makna dalam Tuturan Adat *Mnah Ba*

Pada sub bab ini, akan dijelaskan mengenai bentuk, fungsi dan makna dalam tuturan adat *mnah ba*. Dalam mengkaji bentuk penulis menggunakan pendekatan superstruktur. Alasan penulis mengkaji dengan menggunakan pendekatan superstruktur adalah karena didalam tuturan ini terdapat tiga elemen penting yakni pembukaan, isi, dan penutup. Sedangkan pengkajian fungsi dan makna dalam tuturan *mnah ba* ini mengacu pada pendapat Halliday (*dalam dalam Eban Ola, 2007: 83*) yang menyatakan bahwa fungsi akan ditafsirkan sebagai khazanah bahasa yang menjadi dasar bagi perkembangan sistem makna.

Berdasarkan hasil analisis penulis menemukan ada dua fungsi dan makna yang terkandung dalam tuturan tuturan *mnah ba* yakni; (1) fungsi dan makna pemersatu, (2) fungsi dan makna cinta kasih.

a. Bentuk Tuturan Adat *Mnah ba*

Pengkajian Bentuk Tuturan Adat Mnah ba Dengan Menggunakan Pendekatan Superstruktur

Beberapa tahapan dalam tuturan adat *Mnah ba* telah dijelaskan sebelumnya. Dalam penulisan ini, penulis menggunakan analisis bentuk superstruktur yang dikembangkan oleh Van Dijk (*dalam Mbete, 2011:35*) dimana tahapan-tahapan dibagi berdasarkan pendahuluan, isi, dan penutup. Tahapan-tahapan diatas akan dikelompokkan berdasarkan alurnya.

1. Pendahuluan

Pendahuluan mengacu pada awal dari cerita yang dituturkan dalam ritual adat *Mnah Ba*, yaitu:

Poi mam tasiom kumum sat puin mu nablia
Keluar dan kena embun juga puler mu subur

Henati hao mam fatimfani kai
Supaya kasih makan dan pelihara kami

He kais mipen suat ma menas neu hai aom taun
Supaya kami jangan dapat tantangan dan penyakit untuk tubuh jasmani kami

2. Isi

Pada bagian ini, orang yang dituakan dalam suku atau keluarga , menjalankan ritual *Mnah ba*, adapun ritualnya adalah sebagai berikut:

Hai maitko onle tol muni ma nal muni
Kami ambil mu sebagai tunas baru dan isi baru

Mumnesam ma mumnasien hem hao fani kai
Sudah berisi dan tua kasih makan kembali kami

3. Penutup

Akhir dari seluruh pelaksanaan ritual adat *Mnah ba* maka tua adat atau orang yang dituakan mempersilahkan suku untuk berkumpul dan makan bersama-sama. Dalam tahap ini, adapun tuturan yang disampaikan adalah sebagai berikut:

Haim etun ma miton new ko
Kami sampaikan dan beritahu kepada mu

Henati haokai nok aomina ma alekot
Supaya kami makan dengan sehat dan sejahtera

He kais mipen suat ma menas neu hai aom taun
Supaya kami jangan dapat tantangan dan penyakit untuk tubuh jasmani kami.

b. Fungsi Bahasa Tuturan Adat *Mnah ba*

Tuturan adat *Mnah ba* memiliki suatu ajaran yang mengacu pada konteks budaya masyarakat suku Feo yang menjunjung tinggi nilai-nilai budaya. Masyarakat suku Feo memiliki rasa hormat kepada para leluhur yang sangat tinggi. Untuk itu, dalam setiap pelaksanaan tuturan adat *Mnah ba*, semua masyarakat suku harus hadir.

Tuturan *Mnah ba*, merupakan tuturan yang disampaikan pada saat upacara adat *Mnah ba* berlangsung dan bersifat sakral (mengandung magis) serta dituturkan oleh orang-orang yang berwenang dan memiliki status paling tinggi dalam suku. Tuturan adat dipakai pada situasi dan konteks masa panen makanan baru.

Tuturan *Mnah ba* merupakan media komunikasi tertinggi kepada arwah nenek moyang dan Tuhan saat musim panen makanan baru.

Pengkajian terhadap fungsi bahasa dalam tuturan *Mnah ba* di dasarkan pada pertimbangan bahwa pemakaian bahasa sebagai sarana komunikasi mempunyai maksud dan tujuan tertentu sejalan dengan situasi dan konteks yang dihadapi oleh penuturnya. Untuk itu teori yang

digunakan untuk mengkaji fungsi bahasa dalam tuturan *Mnah ba* adalah teori fungsional. Teori ini merupakan kerangka konseptual dalam pengkajian bahasa sebagai fenomena sosial budaya dan menjadi dimensi dalam telaah hubungan bentuk, fungsi, dan makna budaya dalam masyarakat, sistem atau bahasa mempunyai hubungan dengan unsur-unsur lain diluar teks, seperti tata kehidupan masyarakatnya.

Tuturan *Mnah ba* sebagai sarana komunikasi memiliki elemen-elemen komunikasi seperti pelibat, kontak, pesan, konteks dan kode. Berkaitan dengan fungsi bahasa yang dikemukakan oleh Halliday (dalam Arimi Sailal) maka tutur *Mnah ba* dapat dilihat sebagai bentuk komunikasi timbal balik antara pengirim dan penerima. Akan tetapi para penutur dalam menyampaikan tuturan *Mnah ba* adalah mutlak. Selanjutnya komunikasi dalam tuturan *Mnah ba* lebih menekankan fungsi magis dengan ragam bahasa yang kaku karena penerima dalam komunikasi ini bukan saja orang-orang yang masih hidup, tetapi juga mereka yang telah meninggal dunia.

Tuturan *Mnah ba* sebagai sarana komunikasi memiliki pelibat yang terdiri atas penutur (pelibat 1:P1), nenek moyang dan Tuhan sebagai penerima (2:P2) dan peserta pendengar yang terdiri dari keluarga, sebagai (pelibat 3:P3). Dalam konteks ini P1 merupakan penutur, P2 merupakan penerima tuturan, dan P3 merupakan pelibat pasif.

Berdasarkan penjelasan diatas maka fungsi bahasa dalam tuturan *Mnah ba* dapat dikelompokkan menjadi (1) fungsi representasional (deklaratif, orientasi pada topik), (2) fungsi personal (komisif, orientasi penutur), dan (3) fungsi imajinatif (pengungkap sistem khayalan dan gagasan).

1. Fungsi Representasional

Fungsi representasional mengacu pada topik atau pokok pembicaraan. Topik utama dalam pelaksanaan upacara adat *Mnah ba* adalah memohon bantuan dari nenek moyang dan Tuhan, agar memberkati makanan baru hasil panen sehingga menjadi berkat bagi suku atau keluarga. Fungsi representasional tersebut terlihat dalam kutipan berikut.

Poi mam tasiom kumum sat puin mu nablia
Keluar dan kena embun juga puler mu subur

Henati hao mam fatimfani kai
Supaya kasih makan dan pelihara kami

Hai maitko onle tol muni ma nal muni
Kami ambil mu sebagai tunas baru dan isi baru

Mumnesam ma mumnasien hem hao fani kai
Sudah berisi dan tua kasih makan kembali kami

Haim etun ma miton new ko
Kami sampaikan dan beritahu kepada mu

Henati haokai nok aomina ma alekot
Supaya kami makan dengan sehat dan sejahtera

He kais mipen suat ma menas neu hai aom taun

Supaya kami jangan dapat tantangan dan penyakit untuk tubuh jasmani kami

Topik pembicaraan yang diangkat berdasarkan kutipan diatas adalah memohon kepada nenek moyang dan Tuhan untuk memberkati makanan baru agar menjadi berkat bagi suku atau keluarga, dan menghindarkan keluarga dari ceobaan dan sakit penyakit saat suku atau keluarga mengkonsumsi makanan baru.

2. Fungsi Personal

Fungsi personal mengacu pada orientasi penutur sebagai pemimpin jalannya upacara adat *Mnah ba*. Penutur menyampaikan permohonan kepada nenek moyang dan Tuhan agar memberkati makanan baru hasil panen.

3. Fungsi Imajinatif

Fungsi imajinatif mengarah pada tingkat khayalan penutur dalam menyampaikan tuturan *Mnah ba*. Pemakaian bahasa-bahasa kiasan merupakan gambaran dari fungsi imajinatif. Fungsi imajinatif dalam tuturan *Mnah ba* ditandai dengan ungkapan pengandaian. Hal ini terlihat dalam kutipan berikut.

Hai maitko onle tol muni ma nal muni
Kami ambil mu sebagai tunas baru dan isi baru

Ungkapan dalam kutipan diatas menggunakan bentuk gaya bahasa simile. Hal ini ditandai dengan pemakaian kata *onle* yang berarti “seperti”.

c. Makna Tuturan Adat *Mnah ba*

Makna *Mnah ba* dalam upacara adat suku Feo mengandung satu makna utama yakni makna permohonan. Yang dimaksud dengan makna permohonan tersebut adalah memohon kepada nenek moyang dan Tuhan agar dapat memberkati makanan baru hasil panen, sehingga menjadi berkat bagi suku atau keluarga, dan keluarga dijauhkan dari sakit-penyakit dan cobaan saat mengkonsumsi makanan baru.

Untuk lebih jelasnya dapat dicermati pada kutipan keseluruhan ritual dibawah ini.

Poi mam tasiom kumum sat puin mu nablia
Keluar dan kena embun juga puler mu subur

Henati hao mam fatimfani kai
Supaya kasih makan dan pelihara kami

Hai maitko onle tol muni ma nal muni
Kami ambil mu sebagai tunas baru dan isi baru

Mumnesam ma mumnasien hem hao fani kai
Sudah berisi dan tua kasih makan kembali kami

Haim etun ma miton new ko
Kami sampaikan dan beritahu kepada mu

Henati haokai nok aomina ma alekot
Supaya kami makan dengan sehat dan sejahtera

He kais mipen suat ma menas neu hai aom taun

Supaya kami jangan dapat tantangan dan penyakit untuk tubuh jasmani kami

KESIMPULAN

Ritual *Mnah ba* dalam upacara adat suku Feo, merupakan upacara adat keluarga dan dilakukan saat masa panen makanan baru. Upacara adat ini dapat dilakukan apabila kakak laki-laki yang dituakan dalam keluarga telah mengumpulkan seluruh saudara/saudari yang berkaitan dalam keluarga. Tujuan dari pelaksanaan upacara adat *Mnah ba* adalah memohon kepada nenek moyang dan Tuhan agar dapat memberkati makanan baru hasil panen, sehingga menjadi berkat bagi suku atau keluarga, dan keluarga dijauhkan dari sakit-penyakit dan cobaan saat mengonsumsi makanan baru.

Tuturan *Mnah ba* bersifat memohon, memiliki struktur penuturan yang terdiri dari; bagian pendahuluan yang bertujuan untuk mengumpulkan keluarga, bagian isi yaitu bagian untuk menyampaikan maksud berupa permohonan-permohonan, dan bagian penutup yang ditandai dengan makan bersama makanan baru.

Analisis tuturan *Mnah ba* dalam upacara adat suku Feo Desa Fenun Kecamatan Amanatun Selatan Kabupaten Timor Tengah Selatan, menggunakan teori linguistik kebudayaan, sedangkan metode yang di digunakan adalah deskriptif kualitatif.

Tuturan *Mnah ba* mengandung gaya bahasa simile, selain itu pemakaian bahasa dalam tuturan *Mnah ba* mengandung beberapa fungsi. Fungsi bahasa yang terdapat dalam tuturan *Mnah ba* terdiri dari fungsi Fungsi representasional mengacu pada topik atau pokok pembicaraan dari pelaksanaan upacara adat, fungsi personal mengacu pada orientasi penutur sebagai pemimpin jalannya upacara adat *Mnah ba*, dan Fungsi imajinatif mengarah pada tingkat khayalan penutur dalam menyampaikan tuturan *Mnah ba*.

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ANALISIS KESALAHAN PENGGUNAAN KONJUNGSI ANTARKALIMAT BAHASA INDONESIA DALAM KARANGAN PESERTA DIDIK KELAS II SMU SWASTA MUHAMMADIYAH KUPANG

Zulkarnain
Program Studi Ilmu Linguistik
Program Pascasarjana, Universitas Nusa Cendana Kupang

ABSTRAK

Penelitian ini dilaksanakan di SMU Swasta Muhammadiyah Kupang dengan judul Analisis Kesalahan Penggunaan Konjungsi Antarkalimat Bahasa Indonesia dalam Karangan Peserta Didik Kelas II SMU Swasta Muhammadiyah Kupang. Yang menjadi permasalahan dalam penelitian ini adalah kesalahan penggunaan konjungsi antarkalimat Bahasa Indonesia bagaimanakah yang terdapat dalam karangan peserta didik yang mencakup kesalahan penempatan dan kesalahan pemilihan konjungsi antarkalimat Bahasa Indonesia. Tujuan penelitian ini adalah mendeskripsikan dan menganalisis kesalahan penggunaan konjungsi antarkalimat dalam karangan peserta didik yang mencakup kesalahan penempatan dan kesalahan pemilihan konjungsi antarkalimat Bahasa Indonesia. Metode yang digunakan dalam penelitian ini adalah metode penelitian deskriptif dengan menggunakan analisis kualitatif. Teknik yang digunakan untuk memperoleh data penelitian ini yaitu peneliti memberikan petunjuk bagaimana cara membuat karangan, kemudian meminta peserta didik untuk membuat karangan sesuai dengan petunjuk yang telah diberikan. Hasil analisis data kesalahan penggunaan konjungsi antarkalimat Bahasa Indonesia dalam karangan peserta didik kelas II SMU Muhammadiyah Kupang, yaitu dari 32 karangan peserta didik, ditemukan delapan jenis konjungsi antarkalimat dari sebelas jenis konjungsi antarkalimat yang terdapat dalam Tata Bahasa Baku Bahasa Indonesia.

Kata Kunci : *Konjungsi, Karangan*

PENDAHULUAN

Kurikulum Bahasa dan Sastra Indonesia Sekolah Menengah Umum 1994 menjabarkan, bahwa “hakikat belajar bahasa adalah belajar berkomunikasi. Oleh karena itu, pembelajaran bahasa Indonesia diarahkan untuk meningkatkan kemampuan siswa dalam berkomunikasi baik secara lisan maupun tertulis” (Kurikulum 1994: 3).

Dalam redaksi lain, Gorys Keraf dalam bukunya yang berjudul *Terampil Berbahasa Indonesia 2 untuk Sekolah Menengah Umum Kelas II* mengatakan bahwa, “Pembelajaran materi bahasa Indonesia didasarkan pada pendekatan komunikatif, artinya siswa dibimbing untuk memperoleh keterampilan dalam menyampaikan ide dan hasil penalarannya dengan tepat dan sesuai. Tepat dalam arti siswa dapat merangkaikan kalimat-kalimat yang secara tepat mewakili konsep-konsep yang ada dalam pikirannya, di pihak lain harus sesuai dengan situasi yang dimasukinya. Kedua pengertian ini, yaitu tepat dan sesuai, biasanya dinyatakan dalam moto menggunakan bahasa Indonesia dengan baik dan benar” (Keraf 1994: vii).

Penguasaan bahasa yang baik dan benar oleh Moeliono (ed.) (1992) diartikan sebagai “Pemakaian ragam bahasa yang serasi dengan sasarannya dan di samping itu mengikuti kaidah yang betul”. Menguasai empat aspek keterampilan berbahasa, yaitu menyimak, berbicara, membaca dan menulis merupakan prasyarat yang harus ditempuh menuju kemampuan menggunakan bahasa Indonesia yang baik dan benar.

Menulis sebagai kegiatan yang bersifat aktif produktif, merupakan salah satu bagian dari empat aspek keterampilan berbahasa yang dapat dijadikan sebagai indikasi apakah seorang siswa telah menguasai bahasa Indonesia atau belum. Dikatakan demikian, karena penguasaan bahasa yang taat terhadap kaidah-kaidah yang telah baku secara efektif dapat dibuktikan melalui sebuah tulisan ataupun karya tulis ilmiah. Oleh sebab itu, keterampilan menulis dipandang sebagai salah satu aspek yang sangat penting di samping tiga aspek lainnya itu. Mengingat pentingnya keterampilan menulis itu, maka aspek ini dijadikan salah satu pokok bahasan dalam pengajaran bahasa Indonesia. Hal itu berarti, pengetahuan tentang menulis dipandang sebagai suatu keterampilan yang harus dimiliki oleh setiap siswa. Di samping berbagai pengetahuan lainnya, seperti penulisan kata-kata serapan, pengisian formulir laporan, dalam pelajaran menulis siswa juga dibekali dengan pengetahuan tentang menulis wacana, seperti apa itu wacana, jenis-jenis wacana, serta langkah-langkah dalam menyusun sebuah wacana secara baik dan benar dengan memperhatikan kaidah-kaidah bahasa Indonesia yang baku.

Kurikulum Sekolah Menengah Umum 1994 merinci tujuan pembelajaran menulis sebagai berikut:

1. Siswa mampu menyusun karya tulis berupa laporan, hasil pengamatan, percobaan dan penelitian.
2. Siswa mampu menyusun berbagai macam karangan.
3. Siswa mampu mengungkapkan pengalaman, gagasan, pesan, pendapat dan perasaan sesuai dengan konteks dan situasi dalam berbagai bentuk.
4. Siswa mampu menulis kreatif dan membuat tanggapan terhadap tulisan kreatif.
5. Siswa mampu mengungkapkan secara sistematis, logis, dan kreatif, pengalaman, gagasan, pesan, pendapat, dan perasaan sesuai dengan konteks dan situasi (1994 : 7, 10).

Perincian tentang tujuan pembelajaran menulis tersebut memberi isyarat bahwa setiap siswa dituntut agar memiliki kemampuan menguasai dan menggunakan bahasa Indonesia dengan baik dan benar dalam berkomunikasi, khususnya dalam bahasa tulis. Dahlan Umar, salah seorang guru bidang studi bahasa Indonesia siswa kelas II SMU Muhammadiyah Kupang, mengatakan bahwa siswanya telah cukup banyak dibekali dengan pengetahuan tentang menulis serta kaidah-kaidah guna mencapai tujuan pembelajaran menulis yang dimaksud dalam kurikulum tersebut. Dari keterangan itu penulis berkesimpulan bahwa siswa kelas II tersebut seharusnya sudah memiliki kemampuan dalam menerapkan kaidah-kaidah kebahasaan dalam menulis.

Namun, kenyataan menunjukkan bahwa masih banyak siswa yang belum mampu menulis dengan baik dan benar dalam menggunakan unsur-unsur konjungsi, terutama penggunaan konjungsi antarkalimat dalam mengembangkan sebuah paragraf. Kenyataan ini penulis temukan ketika penulis dimintai bantuan oleh guru tersebut untuk memeriksa karangan siswanya itu. Salah satu kalimat yang penulis kutip dari salah seorang siswa kelas II tersebut sebagai berikut.

Adapun Iblis makhluk yang melanggar perintah serta membangkang terhadap Allah dan tidak mau bersujud kepada Adam sebagaimana yang diperintahkan oleh Allah. Mereka Iblis itu merupakan makhluk terkutuk. *Bahkan*, Iblis yang terkutuk itu selama-lamanya dibenci oleh Tuhan dan Iblis disingkirkan oleh Allah dari rahmat-Nya (Rochmah).

Konjungsi *bahkan* merupakan konjungsi antarkalimat. Penempatannya pada awal paragraf tersebut merupakan kesalahan karena tidak sesuai dengan kaidahnya. Penempatan yang tepat sebagai berikut.

Adapun Iblis makhluk yang melanggar perintah serta membangkang terhadap Allah dan tidak mau bersujud kepada Adam sebagaimana yang diperintahkan oleh Allah. Mereka Iblis itu merupakan makhluk terkutuk. *Bahkan*, Iblis yang terkutuk itu selama-lamanya dibenci oleh Tuhan dan Iblis disingkirkan oleh Allah dari rahmat-Nya.

Berdasarkan kenyataan itu, penulis merasa tertarik untuk meneliti konjungsi antarkalimat dalam karangan siswa kelas II SMU Swasta Muhammadiyah.

METODOLOGI

Metode Penelitian

Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan menggunakan analisis kualitatif. Penggunaan metode ini, karena masalah yang diteliti merupakan masalah yang aktual yang ada pada saat sekarang. Hal ini sesuai dengan apa yang dikatakan oleh Winaro Sukarakhmad dalam bukunya *Pengantar Penelitian Ilmiah Dasar Metode Teknik* (1980: 140): “Metode deskriptif mempunyai ciri-ciri tertentu, yaitu: 1) Memusatkan diri pada pemecahan masalah-masalah yang ada pada masa sekarang, pada masalah-masalah aktual; 2) Data yang dikumpulkan mula-mula disusun, dijelaskan dan kemudian dianalisa (karena itu metode ini sering pula disebut metode analitik)”.

Pengertian serupa dikemukakan oleh Nasir dalam bukunya yang berjudul *Metode Penelitian*, mengatakan bahwa, “Metode deskriptif adalah suatu metode dalam meneliti status sekelompok manusia, suatu objek, suatu set kondisi, suatu sistem pemikiran ataupun suatu kelas peristiwa pada masa sekarang. Tujuan dari penelitian deskriptif ini adalah untuk membuat deskripsi, gambaran, atau lukisan secara sistematis, faktual, dan akurat mengenai fakta-fakta, sifat-sifat serta hubungan antar fenomena yang diselidiki” (1988:63).

Dengan demikian, penelitian ini bertujuan menggambarkan, melukiskan penggunaan konjungsi siswa kelas II SMU Muhammadiyah.

Teknik Pengumpulan Data

Teknik yang digunakan untuk memperoleh data penelitian ini, penulis mendatangi sekolah yang dijadikan objek penelitian, yaitu SMU Swasta Muhammadiyah Kupang dan memberikan petunjuk kepada siswa untuk membuat karangan sesuai petunjuk yang ada. Untuk hal tersebut penulis menyiapkan delapan buah judul karangan. Dari kedelapan buah judul karangan yang diberikan itu, siswa diberi kebebasan untuk memilih salah satu dari judul itu.

Teknik Pengolahan Data

Langkah-langkah yang ditempuh penulis dalam pengolahan data penelitian ini sebagai berikut:

1. Membaca dengan teliti setiap karangan siswa sampel sambil menandai (menggarisbawahi) konjungsi antarkalimat yang digunakan siswa.
2. Mencatat kalimat-kalimat yang menggunakan konjungsi antarkalimat.
3. Mengklasifikasikan data pemakaian konjungsi antarkalimat atas pemakaian yang benar dan yang salah.

4. Menganalisis kesalahan penggunaan konjungsi antarkalimat berdasarkan kaidah penggunaan konjungsi antarkalimat.
5. Membuat kesimpulan terhadap penggunaan konjungsi antarkalimat bahasa Indonesia yang digunakan siswa.

Sumber Data

Sumber data dalam penelitian ini adalah bahasa Indonesia yang terdapat dalam karangan siswa kelas II Sekolah Menengah Umum Swasta Muhammadiyah Kupang.

DISKUSI

Pada bagian ini, penulis mengemukakan hasil analisis data kesalahan konjungsi antarkalimat bahasa Indonesia dalam karangan siswa kelas II Sekolah Menengah Umum Swasta Muhammadiyah Kupang. Setelah melakukan pendataan terhadap data dalam karangan siswa kelas II tersebut, penulis menemukan delapan jenis konjungsi antarkalimat dari sebelas jenis konjungsi antarkalimat yang terdapat dalam Tata Bahasa Baku Bahasa Indonesia. Kedelapan jenis konjungsi yang dimaksud penulis temukan dalam tiga puluh dua buah karangan siswa yang dijadikan sebagai sampel.

Konjungsi antarkalimat yang dimaksud adalah sebagai berikut:

1. Konjungsi antarkalimat yang menyatakan kelanjutan dari peristiwa atau keadaan pada kalimat sebelumnya, yaitu konjungsi antarkalimat *kemudian* terdapat tiga kali penggunaan yang salah dan ketiga kesalahan yang dimaksud merupakan kesalahan pemilihan.
2. Konjungsi antarkalimat yang menyatakan adanya hal, peristiwa atau keadaan lain di luar dari yang dinyatakan sebelumnya, yaitu *selain itu* terdapat tiga kali penggunaan yang salah. Kesalahan tersebut merupakan kesalahan penempatan.
3. Konjungsi yang mengacu ke kebalikan dari yang dinyatakan sebelumnya, yaitu *sebaliknya* terdapat sekali penggunaan yang salah. Kesalahan tersebut merupakan kesalahan pemilihan.
4. Konjungsi antarkalimat yang menguatkan keadaan yang dinyatakan sebelumnya, yaitu *bahkan*. Konjungsi ini dijumpai delapan kali penggunaan yang salah, dengan rincian tujuh kali salah penempatan dan satu lainnya kesalahan pemilihan.
5. Konjungsi antarkalimat yang menyatakan pertentangan keadaan yang dinyatakan sebelumnya, yaitu *akan tetapi* dan *namun*. Konjungsi ini terdapat tujuh kali penggunaan yang salah, dengan rincian enam kali merupakan kesalahan penempatan dan sekali kesalahan pemilihan.
6. Konjungsi antarkalimat yang menyatakan kesimpulan atau pendapat terhadap isi kalimat sebelumnya, yaitu *dengan demikian*. Konjungsi ini dijumpai sepuluh kali penggunaan yang salah. Kesepuluh kesalahan tersebut merupakan kesalahan penempatan.
7. Konjungsi antarkalimat yang menyatakan akibat, yaitu *oleh sebab itu* dan *oleh karena itu*. Konjungsi ini dijumpai tujuh belas kali penggunaan yang salah, dengan rincian enam belas kali merupakan salah penempatan dan sekali merupakan salah pemilihan.
8. Konjungsi antarkalimat yang menyatakan keladuan yang mendahului hal yang dinyatakan sebelumnya, yaitu *sebelum itu*. Konjungsi antarkalimat ini terdapat dua kali penggunaan yang salah, yang keduanya merupakan salah penempatan.

Gambaran yang jelas tentang kesalahan penggunaan konjungsi antarkalimat tersebut di atas, diuraikan sebagai berikut:

1. Analisis Kesalahan Penggunaan Konjungsi Antarkalimat “kemudian”

Kesalahan pemilihan konjungsi antarkalimat *kemudian* tersebut dapat dilihat dalam contoh kalimat berikut ini.

Contoh Kalimat 1): Dengan adanya listrik masuk desa orang-orang desa merasa senang, karena mereka bias melakukan pekerjaan di malam hari. *Kemudian*, mereka bisa memperoleh hiburan Televisi di siang hari maupun di malam hari (15).

Penggunaan konjungsi antarkalimat *kemudian* dalam kalimat tersebut merupakan kesalahan. Berdasarkan isinya, kalimat yang diawali konjungsi antarkalimat *kemudian* dalam contoh tersebut, menyatakan hal lain dari yang dinyatakan sebelumnya. Dengan demikian, konjungsi yang tepat digunakan yaitu *selain itu*, *tambahan pula*, dan *lagi pula*. Selain itu, penggunaan preposisi *di* juga merupakan kesalahan. Menurut Moeliono (ed.) “Preposisi *di* juga merupakan preposisi monomorfemis yang menandai hubungan tempat berada” (1992:230). Dalam kalimat tersebut *di* tidak menunjukkan hubungan tempat berada, tetapi menandai hubungan waktu. Dengan demikian, preposisi yang tepat digunakan yaitu preposisi *pada* yang menandai hubungan waktu. Selain itu, penggunaan preposisi *dengan* juga merupakan kesalahan. Preposisi *dengan* menurut Moeliono (ed.) merupakan preposisi yang menandakan hubungan kesertaan atau cara (1992: 230). Pada kalimat pertama pada kutipan di atas penggunaan preposisi *dengan* tidak menandai hubungan kesertaan atau cara. Akan tetapi, menandai hubungan penyebaban. Dengan demikian, preposisi *dengan* tidak tepat mengawali kalimat tersebut. Preposisi yang tepat untuk mengawali kalimat pertama itu, yaitu preposisi *oleh karena itu*. Moeliono (ed.) “Preposisi *oleh karena* merupakan preposisi polimorfemis yang menandai hubungan penyebaban”. Contoh “Oleh karena perbuatannya sendiri, dia menderita batin seumur hidup” (1992: 233).

Berdasarkan uraian-uraian tersebut, kalimat di atas dapat diperbaiki sebagai berikut.

- 1) Oleh karena adanya listrik masuk desa, orang-orang desa merasa senang karena mereka bisa melakukan pekerjaan pada malam hari. *Selain itu*, mereka bias memperoleh hiburan Televisi pada siang hari maupun pada malam hari.

Contoh Kalimat 2.

- 2) Di samping itu, siswa yang pintar dapat memperoleh beasiswa. Kemudian kelak mereka bisa menjadi orang penting dan dikenal oleh masyarakat luas (10).

Dilihat dari isinya, kalimat pertama pada 2) di atas, menjelaskan tentang siswa pintar yang dapat memperoleh beasiswa dan kalimat kedua yang diawali oleh konjungsi antarkalimat *kemudian* menyatakan keinklusifan atau adanya hal, peristiwa atau keadaan lain di luar dari yang dinyatakan dalam kalimat sebelumnya. Dengan demikian, kedua kalimat itu tidak tepat dihubungkan dengan konjungsi antarkalimat *kemudian*. Konjungsi yang tepat digunakan, yaitu konjungsi antarkalimat *selain itu*. Selain kesalahan pemilihan, penempatan konjungsi *di samping itu* juga merupakan kesalahan.

Berdasarkan uraian tersebut, contoh kalimat 2) dapat diperbaiki sebagai berikut: “Di samping itu, siswa yang pintar dapat memperoleh beasiswa. Selain itu, kelak mereka bisa menjadi orang penting dan dikenal oleh masyarakat luas”.

2. Analisis Kesalahan Penggunaan Konjungsi Antarkalimat “*selain itu*”

Kesalahan penggunaan konjungsi antarkalimat tersebut dapat dilihat dalam kalimat sebagai berikut:

Contoh Kalimat 1)

Pada jaman sekarang ini telah banyak didirikan koperasi, misalnya di tiap-tiap sekolah didirikan koperasi yang disebut koperasi sekolah yang anggotanya dari siswa sekolah itu

sendiri. Di tiap-tiap kabupaten atau di desa-desa juga didirikan koperasi yang juga dikenal dengan Koperasi Unit Desa (KUD), *selain itu* ada juga yang dikenal dengan koperasi simpan pinjam yaitu koperasi yang didirikan bertujuan untuk memberikan pinjaman kepada anggota dan masyarakat (19).

Penempatan konjungsi antarkalimat *selain itu* dalam kalimat tersebut merupakan kesalahan karena tidak sesuai dengan kaidahnya. Menurut Moeliono (ed.) “konjungsi *selain itu* merupakan konjungsi antarkalimat yang menyatakan adanya hal, peristiwa atau keadaan lain di luar yang telah dinyatakan sebelumnya” (1992:24). Lebih lanjut dikatakan bahwa konjungsi antarkalimat harus selalu memulai kalimat baru dan huruf pertamanya ditulis dengan huruf kapital. Dengan demikian, konjungsi *selain itu* penempatannya bukan di tengah kalimat, melainkan harus ditempatkan di awal kalimat dan tentu huruf awalnya ditulis dengan huruf kapital serta di belakangnya diikuti dengan tanda koma. Sebagaimana kaidahnya bahwa “tanda koma dipakai di belakang kata atau ungkapan penghubung antarkalimat yang terdapat pada awal kalimat” (1992: 408).

Dari uraian itu, kalimat tersebut dapat diperbaiki sebagai berikut:

- 1) Pada jaman sekarang ini telah banyak didirikan koperasi, misalnya di tiap-tiap sekolah didirikan koperasi yang disebut koperasi sekolah yang anggotanya dari siswa sekolah itu sendiri. Di tiap-tiap kabupaten atau di desa-desa juga didirikan koperasi yang juga dikenal dengan Koperasi Unit Desa (KUD). *Selain itu* ada juga yang dikenal dengan koperasi simpan pinjam yaitu koperasi yang didirikan bertujuan untuk memberikan pinjaman kepada anggota dan masyarakat (19).

Contoh Kalimat 2.

... Cara-cara yang dimaksud, yaitu orang tua harus selalu memperhatikan mereka, mendidik atau menyekolahkan mereka agar mereka tidak berpikir ke arah negatif. *Selain itu*, masih ada cara yang paling penting yang perlu diperhatikan serius, yaitu pendidikan agama agar mereka lebih berhati-hati dan menyadari segala perbuatannya (1).

Penempatan konjungsi antarkalimat *selain itu* dalam kalimat 2) tersebut merupakan kesalahan karena digunakan tidak sesuai dengan kaidahnya. Konjungsi *selain itu* merupakan konjungsi antarkalimat. Dengan demikian, penempatannya bukan mengawali paragraf, melainkan mengawali kalimat yang menyatakan adanya hal, peristiwa atau keadaan lain di luar dari yang telah dinyatakan sebelumnya.

Penempatan konjungsi antarkalimat *selain itu* dalam contoh kalimat 2) tepat jika diperbaiki sebagai berikut.

Kalimat 2: Cara-cara yang dimaksud, yaitu orang tua harus selalu memperhatikan mereka, mendidik atau menyekolahkan mereka agar mereka tidak berpikir ke arah negatif. *Selain itu*, masih ada cara yang paling penting yang perlu diperhatikan serius, yaitu pendidikan agama agar mereka lebih berhati-hati dan menyadari segala perbuatannya.

3. Analisis Kesalahan Penggunaan Konjungsi Antarkalimat “*sebaliknya*”

Kesalahan pemilihan konjungsi antarkalimat *sebaliknya* dapat dilihat dalam contoh kalimat berikut ini.

Contoh Kalimat 1.

- 1) Narkotika atau obat keras adalah sejenis obat perangsang yang mempunyai daya rangsangan yang kuat. *Sebaliknya*, narkotika dimanfaatkan untuk mengobati orang-orang sakit dan untuk membius pasien yang akan dioperasi (21).

Dilihat dari isinya, kalimat yang diawali konjungsi antarkalimat *sebaliknya* dalam kalimat tersebut menjelaskan fungsi atau manfaat dari narkotika. Hal itu berarti kalimat tersebut menjelaskan keadaan yang sebenarnya tentang narkotika. Dengan demikian, konjungsi yang seharusnya digunakan yaitu konjungsi antarkalimat yang menjelaskan keadaannya sebenarnya dari apa yang diuraikan pada kalimat sebelumnya, yaitu *bahwasanya* dan *sesungguhnya*.

Berdasarkan uraian itu, kalimat tersebut dapat diperbaiki sebagai berikut.

- 2) Narkotika atau obat keras adalah sejenis obat perangsang yang mempunyai daya rangsangan yang kuat. *Sesungguhnya*, narkotika dimanfaatkan untuk mengobati orang-orang sakit dan untuk membius pasien yang akan dioperasi.

4. Analisis Kesalahan Penggunaan Konjungsi Antarkalimat “*bahkan*”

Kesalahan penggunaan konjungsi tersebut, meliputi kesalahan penempatan dan kesalahan pemilihan. Kesalahan penempatan konjungsi antarkalimat *bahkan* dapat dilihat dalam kalimat berikut ini.

Contoh Kalimat 1.

- 1) Akibat dari pergaulan bebas dan kurangnya perhatian yang khusus dari orang tua, banyak generasi muda kita terjerumus dalam banyak masalah narkotika, *bahkan* baru-baru ini sudah banyak yang ditangkap oleh pihak yang berwajib (22).

Contoh Kalimat 2.

- 2) Di Indonesia pada masa sekarang ini wanita sangat berperan penting dalam segala bidang, baik itu bidang sosial, industri maupun bidang politik. Keadaan seperti ini bukan saja di Indonesia, di negara-negara maju, seperti Inggris, Jerman dan lain-lain wanitanya sangat berpengaruh, *bahkan* ada negara-negara tertentu seperti Pakistan dikepalai oleh kaum wanita yang bernama Benazir Buto (27).

Penggunaan konjungsi antarkalimat *bahkan* dalam kalimat 1) dan 2) di atas, merupakan kesalahan. Konjungsi *bahkan* merupakan konjungsi antarkalimat. Dengan demikian, penempatannya bukan di tengah kalimat, melainkan di awal kalimat yang menguatkan keadaan yang dinyatakan pada kalimat sebelumnya. Dan tentu saja huruf pertamanya ditulis dengan huruf kapital serta di belakang konjungsi antarkalimat *bahkan* harus diberi tanda koma. Sebagaimana kaidahnya bahwa “tanda koma dipakai di belakang kata atau ungkapan penghubung antarkalimat yang terdapat pada awal kalimat” (1992: 408).

Berdasarkan uraian tersebut, kedua kalimat itu tepat jika diperbaiki sebagai berikut.

- 1) Akibat dari pergaulan bebas dan kurangnya perhatian khusus dari orang tua, banyak generasi muda kita terjerumus dalam masalah narkotika. *Bahkan*, baru-baru ini sudah banyak yang ditangkap oleh pihak yang berwajib.
- 2) Di Indonesia pada masa sekarang ini wanita sangat berperan penting dalam segala bidang, baik itu bidang sosial, industri maupun bidang politik. Keadaan seperti ini bukan saja di Indonesia, di negara-negara maju, seperti Inggris, Jerman dan lain-lain wanitanya sangat berpengaruh. *Bahkan*, ada negara-negara tertentu seperti Pakistan dikepalai oleh kaum wanita yang bernama Benazir Buto.

Kesalahan pemilihan konjungsi antarkalimat *bahkan* dapat dilihat dalam contoh kalimat siswa berikut ini.

Contoh Kalimat 3

- 3) Narkotika dapat memberikan keberanian bagi pemakaiannya *bahkan* narkotika juga dapat melemahkan semangat berpikir dan semangat untuk bekerja (2).

Berdasarkan kaidahnya, konjungsi antarkalimat *bahkan* digunakan untuk menguatkan keadaan yang dinyatakan sebelumnya. Dalam kalimat tersebut, kalimat yang dihubungkan dengan konjungsi *bahkan* tidak menguatkan keadaan yang dinyatakan sebelumnya, tetapi menyatakan keinklusifan, atau adanya hal, peristiwa atau keadaan lain di luar dari yang telah dinyatakan sebelumnya. Dengan demikian, konjungsi yang seharusnya digunakan, yaitu konjungsi *tambahan pula, lagi pula, selain itu*.

Berdasarkan uraian itu, kesalahan penggunaan konjungsi antarkalimat dalam contoh tersebut dapat diperbaiki sebagai berikut.

- 4) Narkotika dapat memberikan keberanian bagi pemakainya. Selain itu, narkotika juga dapat melemahkan semangat berpikir dan semangat untuk bekerja.

5. Analisis Kesalahan Penggunaan Konjungsi Antarkalimat “*namun, akan tetapi*”

Kesalahan penggunaan konjungsi tersebut, meliputi kesalahan penempatan dan kesalahan pemilihan. Contoh kalimat siswa yang mengandung kesalahan penempatan konjungsi antarkalimat *namun* sebagai berikut.

Contoh Kalimat 1.

- 1) Pada dasarnya semua orang termasuk generasi muda selalu ingin berusaha menjadi baik dan terpuji sifatnya di masyarakat, *namun* karena terdesak oleh keadaan, seperti kemelaratan, pengangguran, putus cinta, dan lain-lain akhirnya mereka terjermus ke jurang yang menyesatkan (30).

Dilihat dari isinya, kalimat tersebut mempunyai dua gagasan. Gagasan pertama, yakni pada dasarnya semua orang selalu ingin menjadi baik di masyarakat. Gagasan kedua keinginan orang untuk menjadi baik di masyarakat terhalang oleh keadaan, seperti kemelaratan, pengangguran, putus cinta, dan lain-lain. Kalimat tersebut seharusnya terdiri atas dua kalimat dan dihubungkan dengan konjungsi antarkalimat yang sesuai. Konjungsi yang dimaksud, yaitu konjungsi antarkalimat yang menyatakan pertentangan dengan isi kalimat sebelumnya, konjungsi tersebut, yaitu *akan tetapi, namun*. Dengan demikian, konjungsi *namun* seharusnya ditempatkan pada awal kalimat kedua dan huruf pertamanya ditulis dengan huruf kapital. Berdasarkan kaidahnya bahwa konjungsi antarkalimat selalu memulai suatu kalimat baru dan huruf pertamanya ditulis dengan huruf kapital.

Berdasarkan uraian di atas, kalimat tersebut dapat diperbaiki sebagai berikut.

- 2) Pada dasarnya semua orang termasuk generasi muda selalu ingin berusaha menjadi baik dan terpuji sifatnya di masyarakat. Namun karena terdesak oleh keadaan, seperti kemelaratan, pengangguran, putus cinta, dan lain-lain akhirnya mereka terjermus ke jurang yang menyesatkan.

Kesalahan pemilihan konjungsi antarkalimat *akan tetapi* dapat dilihat dalam kalimat siswa berikut ini.

Contoh Kalimat 2

- 3) Peringatan pemerintah terhadap masyarakat tidak hanya melalui ketetapan peraturan hukum kenegaraan dan secara politik tetapi juga di bidang keagamaan. *Akan tetapi*, peringatan bidang keagamaan itu selalu dilakukan baik di masjid maupun di Langgar-langgar untuk dapat memperbaiki perilaku masyarakat sesuai dengan yang difirmankan oleh Allah (2).

Berdasarkan isinya, kalimat yang diawali konjungsi antarkalimat *akan tetapi* dalam contoh tersebut, menguatkan keadaan yang dinyatakan sebelumnya, yaitu tentang keintensifan peringatan dalam bidang keagamaan. Oleh karena itu, konjungsi yang seharusnya digunakan, yaitu konjungsi antarkalimat yang menguatkan keadaan yang dinyatakan dalam kalimat sebelumnya, yaitu konjungsi *bahkan, malahan*. Dengan demikian, kalimat tersebut dapat diperbaiki sebagai berikut.

- 4) Peringatan pemerintah terhadap masyarakat tidak hanya melalui ketetapan peraturan hukum kenegaraan dan secara politik tetapi juga di bidang keagamaan. *Bahkan*, peringatan bidang keagamaan itu selalu dilakukan baik di masjid maupun di Langgar-langgar untuk dapat memperbaiki perilaku masyarakat sesuai dengan yang difirmankan oleh Allah.

6. Analisis Kesalahan Konjungsi Antarkalimat “*dengan demikian*”

Kesalahan penempatan konjungsi antarkalimat tersebut dapat dilihat dalam kalimat di bawah ini.

Contoh Kalimat 1

- 1) *Dengan demikian*, bahasa juga dapat mempererat hubungan kerjasama dalam berbagai bidang; terutama di dalam bidang perekonomian antara warga masyarakat yang satu dengan warga masyarakat yang lain (28).

Penempatan konjungsi *dengan demikian* dalam kalimat di atas merupakan kesalahan. Konjungsi *dengan demikian* merupakan konjungsi antarkalimat. Oleh karena itu, penempatannya bukan mengawali paragraf, melainkan mengawali kalimat yang menyatakan kesimpulan atau pendapat terhadap isi kalimat sebelumnya.

Berdasarkan uraian tersebut, kalimat di atas dapat diperbaiki sebagai berikut.

- 2) *Dengan demikian*, bahasa juga dapat mempererat hubungan kerjasama dalam berbagai bidang; terutama di dalam bidang perekonomian antara warga masyarakat yang satu dengan warga masyarakat yang lain.

7. Analisis Kesalahan Penggunaan Konjungsi Antarkalimat “*sebelum itu*”

Kesalahan penggunaan konjungsi antarkalimat *sebelum itu* dapat dilihat dalam kalimat berikut ini.

Contoh Kalimat 1

- 1) Mendekati waktu EBTANAS kami membentuk kelompok belajar yang jumlah anggotanya masing-masing kelompok tiga hingga empat orang dan *sebelum itu* kami sering mengadakan belajar bersama baik di sekolah maupun di rumah (31).

Kalimat tersebut seharusnya mempunyai dua gagasan. Gagasan pertama menjelaskan soal pembentukan kelompok belajar dan gagasan kedua menjelaskan kegiatan yang pernah dilakukan sebelumnya, yaitu kebiasaan belajar bersama di rumah maupun di sekolah. Dengan demikian, konjungsi *sebelum itu* dalam kalimat tersebut seharusnya ditempatkan di awal

kalimat kedua. Dalam kalimat tersebut terlihat pula kesalahan penggunaan konjungsi *dan*. Moeliono (ed.) dalam *Tata Bahasa Baku Bahasa Indonesia* menjelaskan bahwa “konjungsi *dan* merupakan konjungsi koordinatif yang berperan menghubungkan klausa-klausa yang sederajat yang menyatakan penambahan” (1992:236). Dengan demikian, konjungsi yang seharusnya tetap dipertahankan, yaitu konjungsi *sebelum itu* yang menyatakan kejadian yang mendahului hal yang dinyatakan sebelumnya.

Dari uraian-uraian tersebut, kalimat di atas dapat diperbaiki sebagai berikut.

- 2) Mendekati waktu EBTANAS kami membentuk kelompok belajar yang jumlah anggotanya masing-masing kelompok tiga hingga empat orang. *Sebelum itu*, kami sering mengadakan belajar bersama baik di sekolah maupun di rumah.

PENUTUP

Simpulan

Berdasarkan hasil analisis data yang telah dikemukakan, penulis dapat menyimpulkan bahwa kesalahan penggunaan konjungsi antarkalimat bahasa Indonesia yang terdapat dalam karangan siswa kelas II SMU Swasta Muhammadiyah Kupang, yaitu terdapat delapan jenis. Kedelapan jenis konjungsi antarkalimat tersebut belum tepat digunakan siswa sesuai dengan kaidah yang terdapat dalam *Tata Bahasa Baku Bahasa Indonesia* karangan Moeliono (ed.). penulis masih menemukan kesalahan pada tiap-tiap jenis konjungsi yang digunakan. Kesalahan yang paling dominan, yaitu kesalahan penempatan konjungsi antarkalimat *oleh sebab itu*, *oleh karena itu*, *dengan demikian*, *bahkan*, *namun*, dan *kemudian*. Sedangkan kesalahan pemilihan dari tiap-tiap jenis konjungsi antarkalimat yang digunakan itu merupakan kesalahan yang terkecil jumlahnya.

Secara umum, kesalahan-kesalahan penggunaan konjungsi antarkalimat bahasa Indonesia yang ditemukan dalam karangan siswa kelas II SMU Muhammadiyah Kupang meliputi penempatan dan kesalahan pemilihan dan tidak ditempatkan tanda koma di belakang konjungsi antarkalimat. Untuk itu, dapat dijelaskan sebagai berikut:

1. Kesalahan penempatan konjungsi antarkalimat *selain itu*, *bahkan*, *namun*, *dengan demikian*, *oleh sebab itu*, *oleh karena itu*, dan *sebelum itu*.
2. Kesalahan pemilihan konjungsi antarkalimat *kemudian*, *sebaliknya*, *bahkan*, *namun*, *oleh sebab itu*, dan *oleh karena itu*.

Saran

Berdasarkan kesimpulan yang telah diuraikan, penulis menyampaikan saran-saran sebagai berikut.

1. Bagi siswa diharapkan agar berupaya seoptimal mungkin untuk menguasai aturan penggunaan konjungsi antarkalimat sebagaimana terdapat dalam buku *Tata Bahasa Baku Bahasa Indonesia* karangan Moeliono (ed.).
2. Bagi Guru Bidang Studi Bahasa Indonesia di SMU Muhammadiyah Kupang Dalam mengajarkan pokok bahasan struktur terutama yang menyangkut konjungsi antarkalimat, guru hendaknya memberi penekanan khusus pada fungsi atau peran dan penempatan konjungsi antarkalimat dalam tulisan. Selain itu, siswa hendaknya selalu diberi bimbingan dengan berbagai latihan, seperti mengarang, berbicara di depan kelas atau di dalam forum-forum diskusi. Jika siswa menggunakan konjungsi antarkalimat yang menyimpang dari kaidah bahasa Indonesia, guru dapat menjelaskan kepada siswa secara langsung dalam proses belajar-mengajar.

3. Bagi Rekan-rekan Mahasiswa Program Studi Pendidikan Bahasa dan Sastra Indonesia Penulis mengharapkan rekan-rekan dapat melakukan penelitian lebih lanjut tentang kesalahan penggunaan konjungsi antarkalimat bahasa Indonesia di sekolah-sekolah lain. Sebab hasil penelitian tersebut dapat dijadikan sumbangan positif bagi guru bahasa Indonesia pada sekolah yang bersangkutan.

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THE PROCESS OF INFLECTIONAL MORPHEMES OF LAMAHOLOT LANGUAGE IN EAST SOLOR DIALECT

Muhammad Bahrudin

ABSTRACT

This writing is entitled *The Process Inflectional Morphemes of Lamaholot Language in East Solor Dialect*. The problems deal with (1) what are the types of inflectional morphemes of Lamaholot language in East Solor dialect (2) what are the processes of inflectional morphemes of Lamaholot language in East Solor dialect.

This writing aims at finding out the types inflectional morphemes and describing the process of inflectional morphemes of Lamaholot language in East Solor dialect. The data of this writing was taken from Lamaholot books and informants. The data was collected by interview, documentation and note taking. The collected data was analyzed by qualitative. The results shows that there are some types of inflectional morpheme of Lamaholot language. They are prefix: k-, t-, m-, n-, r-, g-. The process of inflectional affixes in Lamaholot verbs found Prefix *k-* = 1SG is attached to *ala* = \emptyset become *k-ala* means 'I stop in' agree with 1SG *goe*. Prefix *t-* = 2PL is attached to *ala* = \emptyset become *t-ala* means 'we stop in' agree with 2PL *tite*. Prefix *m-* = 1PL is attached to *ala* = \emptyset become *m-ala* means 'we stop in' agree with 1PL *kame*. Prefix *m-* = 2SG is attached to *ala* = \emptyset become *m-ala* means 'you stop in' agree with 2SG *moe*. Prefix *m-* = 2PL is attached to *ala* = \emptyset become *m-ala* means 'you stop in' agree with 2PL *moe*. Prefix *n-* = 3SG is attached to *ala* = \emptyset become *n-ala* means 'he / She stop in' agree with 3SG *nae*. prefix *r-* = 3PL is attached to *ala* = \emptyset become *r-ala* means 'he / She stop in' agree with 3PL *rae*.

Keywords : *Inflectional, Lamaholot Language*

INTRODUCTION

Language spoken in Indonesia is mainly classified into three categories: (1) local language, (2) national language, (3) foreign language (Ismail, 1998:1). Local language is the mother tongue used for communication within one certain speech community, national language is the language used for communication throughout Indonesia, and foreign language is the language coming from other countries which is sometimes used for communication by some Indonesian people when communicate with foreigners.

From the three main categories of languages, mentioned above, the first two categories, local language and national language seem to be very interesting to be discussed further. Indonesian people which consist of a great variety of local language for communication in one hand, and speak a national language, on the other. They speak their local languages when communicating with each other that speak the same local languages, and speak a national language, Indonesian language, when communicating with other people who are from other speech communities. So, Indonesian language used as the national language, functions as the unifying language.

As social beings, like any other people throughout the world, Indonesian people need to relate to each other either within the same speech community or with other speech community. This fact makes the Indonesian people can relate themselves with each other within Indonesian country (Ismail, 1998:2).

Lamaholot language is a local language spoken in East Flores Regency. There four groups of language in East Flores, namely Malay, Boru Hewa, Kedang, and Lamaholot (Keraf in Keraf,

2007:1). Malay is spoken by the people living in Larantuka, Konga, and Wureh in West Adonara. Boru Hewa is spoken by the people inhabiting some villages located around the boundary of Sikka and East Flores. Kedangese is used by the people living in the eastern-most part of Lembata, where as the term Lamaholot itself is used to represent all languages in East Flores, except Malai, Boru-Hewa and Kedang.

Lamaholot is divided into three main sub-groups namely Lamaholot Barat, Lamaholot Tengah and Lamaholot Timur. The sub-group Lamaholot Tengah has five dialects, namely Labalekan dialect, Mingar dialect, Lewuka dialect, Lewokukun dialect and Painara dialect. The sub-group Lamaholot Timur consists of two dialects such as Lewoeleng dialect and Lamatuka dialect.

Through this research, the writer would like to show the Morphological process of Lamaholot Verb (Descriptive Analysis) in order to give more comprehension about it, especially in the morphological process

REVIEW OF LITERATURE

1. *Morpheme*

a) *Concept of Morpheme*

Before the writer going further to the part of morpheme, it is important to know or understanding the definition of morpheme:

Morpheme is the smallest different in the shape of a word that correlates with the smallest different in word or sentence meaning or in grammatical struction (Katamba, 1993).

b) *Bound and Free morpheme*

1. Free Morpheme

A free morpheme is a word that can stand by itself with meaning. Here we can see the example bellow:

lango	'house'	t`edda	'see'
kajo	'wood'	hope	'sell'
tobo	'sit'		

2. Bound morpheme

Bound morpheme is a morpheme that cannot stand alone with meaning. Lamaholot has only recognize two kinds of affix namely prefix and infix. whereas affix suffix is not found (Sanga, 2002: 16)

a) Prefix; /m`e/, /b`e/, /p`e/, /ke/

b) Infix; /-`en-/, /-`em-/, /-`el-

c) *Affixation*

1. Definition of Affixation

Affixe is a morpheme which only occure as when attaché to some other morpheme or morpheme such as root or stem or base, (Katamba, 1993).

2. Types of Inflectional Affixes in Lamaholot Verbs

Inflectional morphology is concerned with sytactically driven word-formation, (Katamba: 1993).

Inflectional process constitutes the process is opposite to the derivational process. Inflectional process does not change the identity of word, whereas derivational process is applied to alter the class of word formed by the process. Based on the opinion above, affixes that can be classified in to this class in Lamaholot is prefixing *k-*, *m-*, *n-*, *m-.t-*, *r-*, and suffixes *ka*, *ko*, *fa*, *kem*, *te*, *kre*, *ri*.

For example in sentence *I even go, eat, drink, and sleep at my uncles' house*. The subject first person singular will influence all form of the verb in the sentence. When the first person singular is changed to another subject, then all of the verb must also be changed according to person that becomes the subject of the sentence.

Goe kai ka kenu ge turuka kala di nanak langu.
 Moe mai go menu ge turuko mala di nanam langu.
 Nae nai ga nenu ge turufa nala di nana langu.
 Kame mai meka menu ge turukem mala di nanakem langu.
 Tite tai teka tenu ge turute tala di nanate langu.
 Mio mai ge menu ge turukre mala di nanakre langu.
 Rae rai reka renu ge tururi rala di nanari langu.
 '.... pergi makan minum dan tidur justru di paman rumahnya'
 (Keraf, 1990: 118)

2. Verb

a. Definition of verb

There are some definitions of verbs according to the linguistics such as:

- a. Verbs are words or groups of word to denote actions performed by noun or pronoun or state of being a noun or pronoun, (Khairat, 1998:9)
- b. Verb is a part of speech that expresses action, being, or state being, (Djauhari,1986: 31)

From statements above, we can conclude that verb is very important in any utterance which refers to actions, events, and process.

b. Form of verb

Verb can be classified into some consideration, such as the regularity or need of object. In this thesis, the writer does not classify the verb such consideration; but the writer will classify the verb depends on the changes occurring to the verb and the existence of any affixes in the verb. Therefore, the verbs are classified into (1) basic verb, (2) inflectional verb, (3) derivational verb

1) Basic verb

To understand this term, there is sometimes misunderstanding in distinguishing with the term 'basic word of verb'. Therefore, it is better to give definition to the two terms.

Basic verb is the smallest unit of verb which has no affix and will be part of forming more complex form of verb (Tarigan, 1988:19). Basic verb is also called root verb, as stated by Root verbs are the verbs without any prefix or suffix. They used to be prefixed, but through frequent use (or for convenience sake) these prefixes are left out".

Look at the following examples of the basic verb:

Pana "walk"	Hope "buy"
Tani "cry"	Turu "sit"
Teda "see"	Tobo "sit"
Geka "laugh"	

2) Inflectional verb

Inflectional verb is the verb derived from the basic verb or the verb that under goes inflectional process in its formation. An inflectional verb is usually taken from addition of any inflectional affixes to a basic verb. We can see some examples of inflectional verbs in Lamaholot bellow:

Kenunek "I drink"
 Tenunet "we drink"
 Menurem "you drink"
 Menuro "you drink"
 Menune "we drink"
 Nenuna "he/she drinks"

3) Derivational Verb

Derivational verb is the verb derived from another class of word, the verb that undergoes derivational process in its formation. Derivational verb is taken from addition of any derivational affixes to basic word of verb. The affixes generally change the class of word formed by them. We can see the following example:

- hedun (V) pehedun (N)
 Dance (V) dancer (N)
 - du'un (V) pedu'un (N)
 Sell (V) seller (N)

METHOD

Method of Research

The method used by writer in composing this thesis was a descriptive method, which described and explained about affixation by words clearly and briefly. On the other hand, descriptive had described about something like: kind or types and object. In this thesis, writer tried to describe the object of research about one of grammatical aspects in Lamaholot that was Morphological Process of Lamaholot verbs.

Data Sources of the Research.

In collecting data the writer used primary and secondary data as follow:

1. Primary data was the data from informants that could communicate Lamaholot well.
2. Secondary data were the data consists of books, theses, articles, papers, internet resources were need and also the writer red the result of local language research.

Instrument of the Research

In collecting the data, the writer used the instrument as follow:

1. Interview. The writer collected data by interviewing some people who had more information and better understanding about the topic.
2. Note taking. It meant that writer red some sources from book, theses, and internet. The writer chose the data that are needed by noting which with this research (Yusuf, 2011:29).

Procedure of Data Collection

The writer in this case collected the data as follow:

1. Read some grammar book, morphology books and theses.
2. The writer meet Lamaholot people
3. The writer collected data and information, and resources connecting to theses,

Technique of Data Analysis

For processing the data, the researcher used the following technique of analysis:

1. The data was from books, these, and internet resources are tabulated.
2. The writer classified type inflectional affixes in Lamaholot verbs.

DISCUSSION

1. Figure 1

Pronoun	Affixes		Root	Derived	Meaning
	Prefix	Suffix			
1SG goe	k-	-nek/-rek	apu	kapunek/-rek	I embrace
2PL (inc) tite	t-	-net/-ret	apu	tapunet/-ret	We embrace
1PL(exc) kame	m-	-rem	apu	mapurem	We embrace
2SG moe	m-	-ro/-no	apu	mapuro/-no	You embrace
2L mio	m-	-ne/-re	apu	mapune/-re	You embrace
3SG nae	n-	-na/-ra	apu	napuna/-ra	He/ She embraces
3PL rae	r-	-na/-ra	apu	rapuna/-ra	They embrace

Example of figure I

Apu=∅ and Prefixes k- , t-, m-, m-, m-, n-, r- and suffixes -nek/rek, -net/ret, -rem, -ro/no, -ne/re, -na/ra, -na/ra

Prefix *k-* = 1SG is attached to *apu*= ∅, become *k-apu* means ‘I embrace’ agree with subject 1SG *goe* in *goe k-apu* means ‘I embrace’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***k-apu* ‘I embrace’**. The suffixes ***nek/rek*** means ‘*myself*’ agrees with the subject 1SG *goe*, although this subject isn't explicitly expressed the meaning is not changed. Example in *k-apu-nek/rek* ‘I embrace’. Prefix *m-* = 1PL is attached to *apu*= ∅, become *m-apu* means ‘we embrace’ agree with subject 1PL *kame* in *kame m-apu* means ‘we embrace’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***m-apu* ‘we embrace’**. The suffixes ***rem*** means ‘*ourself*’ agrees with the subject 1PL *kame*, although this subject isn't explicitly expressed the meaning is not changed. Example in *m-apu-rem* ‘we embrace’.

Prefix *m-* = 2SG is attached to *apu*= ∅, become *m-apu* means ‘you embrace’ agree with subject 2SG *moe* in *moe m-apu* means ‘you embrace’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***m-apu* ‘you embrace’**. The suffixes ***ro/no*** means ‘*yourself*’ agrees with the subject 2SG *moe*, although this subject isn't explicitly expressed the meaning is not changed. Example in *m-apu-ro/no* ‘you embrace’. Prefix *m-* = 2PL is attached to *apu*= ∅, become *m-apu* means ‘you embrace’ agree with subject 2PL *mio* in *mio m-apu* means ‘you embrace’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***m-apu* ‘you embrace’**. The suffixes ***ne/re*** means ‘*yoursel*’ agrees with the subject 2PL *mio*, although this subject isn't explicitly expressed the meaning is not changed. Example in *m-apu-ne/re* ‘you embrace’. Prefix *t-* = 2PL(inc) *tite* is attached to *apu*= ∅, become *t-apu* means ‘we embrace’ agree with subject 2PL(inc) *tite* in *tite – t-apu* means ‘we embrace’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***t-apu* ‘we embrace’**. The suffixes ***net/ret*** means ‘*oursel*’ agrees with the subject 2PL *tite*, although this subject isn't explicitly expressed the meaning is not changed. Example in *t-apu-net/ret* ‘you embrace’.

Prefix *n-* = 3SG is attached to *apu*= ∅, become *n-apu* means ‘he/she embraces’ agree with subject 3SG *nae* in *nae n-apu* means ‘he/she embraces’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***n-apu* ‘he/she embraces’**. The suffixes ***-na/-ra*** means ‘*his/hersel*’ agrees with the subject 3SG *nae*, although this subject isn't explicitly expressed the meaning is not changed. Example in *n-apu*

-na/-ra ‘he/she embraces’. Prefix *r-* =3PL is attached to *apu*= \emptyset , become *m-apu* means ‘they embrace’ agree with subject 3PL *rae* in *rae r-apu* means ‘they embrace’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***r-apu* ‘they embrace’**. The suffixes *-na/-ra* means ‘*themselves*’ agrees with the subject 3PL *rae*, although this subject isn’t explicitly expressed the meaning is not changed. Example in *r-apu-na/-ra* ‘they embrace’.

Figure 2

Pronoun	Affixes		Root	Derived	Meaning
	Prefix	Suffix			
1SG goe	k-	-nek/-rek	a	kanek/-rek	I eat
2PL (inc) tite	t-	-net/-ret	eka	tekanet/-ret	We eat
1PL(exc) kame	m-	-rem	eka	mekarem	We eat
2SG moe	g-	-ro/-no	o	goro/-no	You eat
2PL mio	g-	-ne/-re	e	genene/-re	You eat
3SG nae	g-	-na/-ra	a	ganana/-ra	He/ She eats
3PL rae	r-	-na/-ra	eka	rekana/-ra	They eat

Example of figure II

$a=\emptyset$, $eka=\emptyset$, $o=\emptyset$, $e=\emptyset$ and Prefixes *k-*, *t-*, *m-*, *g-*, *g-*, *g-*, *r-* and suffixes *-nek/rek*, *-net/ret*, *-rem*, *-ro/no*, *-ne/re*, *-na/ra*, *-na/ra*

Prefix *k-* = 1SG is attached to $a = \emptyset$, become *k-a* means ‘I eat’ agree with subject 1SG *goe* in *goe k-a* means ‘I eat’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***k-a* ‘I eat’**. The suffixes ***nek/rek*** means ‘*myself*’ agrees with the subject 1SG *goe*, Although this subject isn’t explicitly expressed the meaning is not changed. Example in *k-a-nek/rek* ‘I eat’. Prefix *m-* =1PL is attached to *eka* = \emptyset , become *m-eka* means ‘we eat’ agree with subject 1PL *kame* in *kame m-eka* means ‘we eat’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***m-eka* ‘we embrace’**. The suffixes ***rem*** means ‘*ourselves*’ agrees with the subject 1PL *kame*, although this subject isn’t explicitly expressed the meaning is not changed. Example in *m-eka-rem* ‘we eat’. Prefix *g-* = 2SG is attached to $o = \emptyset$, become *g-o* means ‘you eat’ agree with subject 2SG *moe* in *moe g-o* means ‘you eat’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***g-o* ‘you eat’**. The suffixes ***ro/no*** means ‘*yourself*’ agrees with the subject 2SG *moe*, although this subject isn’t explicitly expressed the meaning is not changed. Example in *g-o-ro/no* ‘you eat’. Prefix *g-* =2PL is attached to $e = \emptyset$, become *g-e* means ‘you eat’ agree with subject 2PL *mio* in *mio g-e* means ‘you eat’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***g-e* ‘you eat’**. The suffixes ***ne/re*** means ‘*yourselves*’ agrees with the subject 2PL *mio*, although this subject isn’t explicitly expressed the meaning is not changed. Example in *g-e-ne/re* ‘you embrace’. Prefix *t-* = 2PL(inc) *tite* is attached to *eka*= \emptyset , become *t-eka* means ‘we eat’ agree with subject 2PL(inc) *tite* in *tite – t-eka* means ‘we eat’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***t-eka* ‘we eat’**. The suffixes ***net/ret*** means ‘*ourselves*’ agrees with the subject 2PL *tite*, although this subject isn’t explicitly expressed the meaning is not changed. Example in *teka-net/ret* ‘you eat’.

Prefix *g-* = 3SG is attached to $a = \emptyset$, become *g-a* means ‘he/she eat’ agree with subject 3SG *nae* in *nae g-a* means ‘he/she eats’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***g-a* ‘he/she eats’**. The suffixes *-na/-ra* means ‘*his/herselves*’ agrees with the subject 3SG *nae*, although this subject isn’t explicitly expressed

the meaning is not changed. Example in *g-a-na/-ra* ‘he/she eat’. Prefix *r-* =3PL is attached to *eka*= \emptyset , become *r-eka* means ‘they eat’ agree with subject 3PL *rae* in *rae r-eka* means ‘they eat’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***r-eka* ‘they eat’**. The suffixes *-nā/-rā* means ‘*themselves*’ agrees with the subject 3PL ***rae***, although this subject isn't explicitly expressed the meaning is not changed. Example in *r-eka-na/-ra* ‘they eat’.

Figure 3

Pronoun	Affixes		Root	Derived	Meaning
	Prefix	Suffix			
1SG goe	k-	-nek/-rek	enu	kenunek/-rek	I drink
2PL (inc) tite	t-	-net/-ret	enu	tenunet/-ret	We drink
1PL(exc) kame	m-	-rem	enu	menurəm	We drink
2SG moe	m-	-ro/-no	enu	menuro/-no	You drink
2PL mio	m-	-ne/-re	enu	menune/-re	You drink
3SG nae	n-	-na/-ra-	enu	nenuna/-ra	He/ She drinks
3PL rae	r-	na/-ra	enu	renuna/-ra	They drink

Pronoun	Affixes		Root	Derived	Meaning
	Prefix	suffix			
1SG goe	k-	-nek/-rek	oi	koinek/-rek	I know
2PL (inc) tite	t-	-net/-ret	oi	toinet/-ret	We know
1PL(exc) kame	m-	-rem	oi	moirem	We know
2SG moe	m-	-ro/-no	oi	moiro/-no	You know
2PL mio	m-	-ne/-re	oi	moine/-re	You know
3SG nae	n-	-na/-ra	oi	noina/-ra	He/ She knows
3PL rae	r-	-na/-ra	oi	roina/-ra	They know

$oi=\emptyset$ and Prefixes *k-*, *t-*, *m-*, *m-*, *m-*, *n-*, *r-* and suffixes *-nek/rek*, *-net/ret*, *-rem*, *-ro/no*, *-ne/re*, *-na/ra*, *-na/ra*

Prefix *k-* = 1SG is attached to *oi*= \emptyset , become *k-oi* means ‘I know’ agree with subject 1SG *goe* in *goe k-oi* means ‘I know’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***k-oi* ‘I know’**. The suffixes ***nek/rek*** means ‘*myself*’ agrees with the subject 1SG ***goe***, although this subject isn't explicitly expressed the meaning is not changed. Example in *k-oi-nek/rek* ‘I know’. Prefix *m-* =1PL is attached to *oi*= \emptyset , become *m-oi* means ‘we know’ agree with subject 1PL *kame* in *kame m-oi* means ‘we know’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***m-oi* ‘we know’**. The suffixes ***rem*** means ‘*ourselves*’ agrees with the subject 1PL ***kame***, although this subject isn't explicitly expressed the meaning is not changed. Example in *m-oi-rem* ‘we know’.

Prefix *m-* = 2SG is attached to *oi*= \emptyset , become *m-oi* means ‘you know’ agree with subject 2SG *moe* in *moe m-oi* means ‘you know’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***m-oi* ‘you know’**. The suffixes ***ro/no*** means ‘*yourself*’ agrees with the subject 2SG ***moe***, although this subject isn't explicitly expressed the meaning is not changed. Example in *m-oi-ro/no* ‘you know’. Prefix *m-* =2PL is attached to *oi*= \emptyset , become *m-oi* means ‘you go’ agree with subject 2PL *mio* in *mio m-oi* means ‘you know’ even though that subject may not actually be expressed, the meaning is not changed. For example, in ***m-oi* ‘you know’**. The suffixes ***ne/re*** means ‘*yourselves*’ agrees with the subject 2PL ***mio***, although this subject

isn't explicitly expressed the meaning is not changed. Example in *m-oi-ne/re* 'you know'. Prefix *t-* = 2PL(inc) *tite* is attached to *oi* = \emptyset , become *t-oi* means 'we know' agree with subject 2PL(inc) *tite* in *tite - t-oi* means 'we know' even though that subject may not actually be expressed, the meaning is not changed. For example, in *t-oi* '**we know**'. The suffixes *net/ret* means 'ourselves' agrees with the subject 2PL *tite*, although this subject isn't explicitly expressed the meaning is not changed. Example in *t-oi-net/ret* 'we go'.

Prefix *n-* = 3SG is attached to *oi* = \emptyset , become *n-oi* means 'he/she knows' agree with subject 3SG *nae* in *nae n-oi* means 'he/she knows' even though that subject may not actually be expressed, the meaning is not changed. For example, in *n-oi* '**he/she knows**'. The suffixes *-na/-ra* means 'his/herself' agrees with the subject 3SG *nae*, although this subject isn't explicitly expressed the meaning is not changed. Example in *n-oi -na/-ra* 'he/she knows'. Prefix *r-* = 3PL is attached to *oi* = \emptyset , become *r-oi* means 'they know' agree with subject 3PL *rae* in *rae r-oi* means 'they know' even though that subject may not actually be expressed, the meaning is not changed. For example, in *r-oi* '**they know**'. The suffixes *-nā/-rā* means 'themselves' agrees with the subject 3PL *rae*, although this subject isn't explicitly expressed the meaning is not changed. Example in *r-oi- na/-ra* 'they know'.

CONCLUSIONS

1. The types of inflectional affixation in Lamaholot verb are:
 - a. Prefix: *k-*, *t-*, *m-*, *n-*, *r-*, *g-*.
 - b. Suffixes: *nek/rek*, *-net/ret*, *-rem*, *-ro/no-*, *-ne/re*, *-na/ra*, *-na/ra*
2. The process of verb-forming inflectional in Lamaholot is the subject will influence all form of the verb in the sentences. When the first person singular is changed to another subject, then all of the verb must also be changed according to person that becomes the subject of the sentence.
3. For example:
 Prefix *k-* = 1SG is attached to *ala* = \emptyset become *k-ala* means 'I stop in' agree with 1SG *goe*.
 Prefix *t-* = 2PL is attached to *ala* = \emptyset become *t-ala* means 'we stop in' agree with 2PL *tite*.
 Prefix *m-* = 1PL is attached to *ala* = \emptyset become *m-ala* means 'we stop in' agree with 1PL *kame*.
 Prefix *m-* = 2SG is attached to *ala* = \emptyset become *m-ala* means 'you stop in' agree with 2SG *moe*.
 Prefix *m-* = 2PL is attached to *ala* = \emptyset become *m-ala* means 'you stop in' agree with 2PL *moe*.
 Prefix *n-* = 3SG is attached to *ala* = \emptyset become *n-ala* means 'he / She stop in' agree with 3SG *nae*. Prefix *r-* = 3PL is attached to *ala* = \emptyset become *r-ala* means 'he / She stop in' agree with 3PL *rae*.

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BIODATA

Muhammad Bahrudin or usually on call Ahmad was born on February 8th, 1986 in Lohayong, East Flores regency, he is a posgraduate student of English department English education program at Nusa Cendana University 2019.

ABSTRAK

Bahasa sebagai bagian dari sarana pendukung ilmu dan teknologi canggih dewasa ini berkembang selaras dengan perkembangan ilmu dan teknologi canggih itu sendiri. Hal ini memberikan dampak positif bagi perkembangan bahasa, baik bahasa Indonesia maupun bahasa Daerah. Perkembangan bahasa itu akan terus berlanjut dengan perkembangan budaya bangsa yang memilikinya karena bahasa sebagai sarana pendukungnya. Itulah sebabnya, di era milenial sekarang ini, bahasa Indonesia dan bahasa daerah ikut pula di dalam arena perkembangan dunia sekarang ini sehingga menjadi peluang untuk menerima pengaruh perkembangan tersebut. kosa kata baru bermunculan di dalam pemakaian bahasa sehari-hari; kosa kata lama pun muncul kembali di dalam pemakaian bahasa, bahkan kemunculannya disertai pula dengan perkembangan makna. Kepunahan bahasa – bahasa daerah merupakan fenomena yang perlu dicermati dan disikapi secara serius dan bijaksana, seperti halnya bahasa - bahasa daerah lainnya yang ada di Indonesia. Bahasa Dawan juga dikhawatirkan akan mengalami kepunahan. Salah satu penyebab dari masalah tersebut adalah faktor alamiah dan non-alamiah. Faktor alamiah berupa bencana alam, pengaruh bahasa mayoritas, komunitas bahasa yang bilingual atau multilingual, pengaruh globisasi, migrasi, perkawinan antaretnik. Hal ini tidak dapat dihindari, maka kurangnya penghargaan terhadap bahasa daerah, kurangnya intensitas pemakaian bahasa daerah, pengaruh factor ekonomi, dan pengaruh pemakaian bahasa Indonesia merupakan factor non alamiah yang dapat disiasati (Tondo, 2009:292-293). Penelitian ini dilakukan untuk mengetahui penggunaan kosa kata sehari - hari dalam bentuk kata formal dan bentuk kiasan. Dalam penelitian ini, penulis memilih dua puluh lima kata dasar yang digunakan dalam komunikasi sehari - hari sebagai pengembangan ke dalam bentuk kata formal dan dikembangkan dalam bentuk kalimat formal. Adapun metode dalam praktikal leksikografi ini mengadopsi 6 tahapan Wiegand (1998) yaitu: a. tahap persiapan, b. tahap pengumpulan data, c. tahap analisa (perlakuan terhadap materi dan data yang diperoleh), d. tahap evaluasi, e. tahap persiapan untuk percetakan disertai dengan pengembangan (bila diperlukan). Berdasarkan analisa kata per kata, dapat disimpulkan bahwa penggunaan bahasa Dawan dialek Amanatun Selatan dengan satu kata dasar dapat menghasilkan 2 kata yang berbeda sesuai konteks penggunaannya dalam bentuk formal dan bentuk kiasan.

Kata Kunci: *Leksikografi, Bahasa Dawan, Dialek*

PENDAHULUAN

Bahasa menjadi bagian dari sarana pendukung ilmu dan teknologi canggih dewasa ini berkembang selaras dengan perkembangan ilmu dan teknologi canggih itu sendiri. Kepunahan bahasa daerah merupakan fenomena yang perlu dicermati dan disikapi secara serius dan bijaksana. Bahasa Dawan juga dikhawatirkan akan mengalami kepunahan dan salah satu penyebabnya adalah factor alamiah dan non alamiah. Factor alamiah berupa bencana alam, pengaruh bahasa mayoritas, komunitas bahasa yang bilingual atau multilingual, pengaruh globalisasi, migrasi, perkawinan antar etnik yang tidak dapat dihindari, maka kurangnya penghargaan terhadap bahasa daerah, kurangnya intensitas pemakaian bahasa daerah. Pengaruh factor ekonomi dan pengaruh pemakaian bahasa Indonesia merupakan faktor non alamiah yang dapat disiasati (Tondo, 2009;292-293).

Manusia sebagai pengguna bahasa tentunya seringkali menggunakan bahasa non formal maupun formal tergantung konteks yang sedang dihadapi, seperti yang disampaikan oleh

Veerhar. Veerhar (1196:7) menyatakan bahwa manusia normal tentu tidak lepas dari penggunaan bahasa formal maupun non formal, baku dan tidak baku. Bahasa memiliki dua bentuk antara lain bahasa lisan dan bahasa tulisan. Bahasa lisan merupakan bahasa yang dilisankan, diucapkan, dituturkan oleh pelaku tutur. Bahasa lisan berbeda dengan bahasa tulisan, dikarenakan dalam bahasa lisan membutuhkan penutur dan juga mitra tutur. Bahasa yang digunakan sudah terlepas dari kaidah bahasa yang ditentukan karena dalam berbahasa lisan, baik penutur maupun mitra tutur hanya perlu mengetahui maksud satu sama lain.

Amanatun Selatan adalah salah satu suku yang ada di Kabupaten Timor Tengah Selatan yang sudah menjadi Kecamatan Amanatun Selatan yang memiliki 13 desa dan masyarakat Kecamatan Amanatun Selatan ini adalah pengguna bahasa Dawan menggunakan dialek Amanatun Selatan.

Bahasa Dawan dialek Amanatun Selatan memiliki bahasa formal maupun non formal yang seringkali digunakan dalam komunikasi sehari-hari. Penggunaan bahasa formal lebih sering digunakan hanya pada situasi tertentu atau tergantung konteks yang dihadapi. Masyarakat Dawan adalah pengguna bahasa Dawan menunjukkan kesantunan dalam bertindak tutur dengan membudayakan penggunaan bahasa formal dalam komunikasi. Ragam bahasa timbul karena kebutuhan penutur akan adanya alat komunikasi yang sesuai dengan situasi sosialnya (Suwito, 1987).

Masyarakat penutur menggunakan bahasa sebagai kebutuhan komunikasi sesuai dengan situasi yang dihadapi. Peristiwa komunikasi meliputi tiga hal yaitu medan (field), suasana (tenor), dan cara (mode). Salah satu peristiwa komunikasi adalah suasana yang merujuk pada hubungan peran pembicaraan, yaitu hubungan social antara penutur dengan mitra tutur atau penulis dan pembaca. Menurut suasana dalam aspek kesantunan, keberagaman adalah ukuran formal dan tidaknya suatu tuturan dan statuspeserta tutur yang terlibat di dalamnya. Lebih lanjut, suasana juga mempengaruhi ragam pemilihan bahasa dalam pembagian gaya berbahasa seperti ragam santai, formal, konsultatif (Aniza, 2017).

Leksikologi, yakni ilmu yang mempelajari seluk beluk kata, menyelidiki kosa kata suatu bahasa, baik mengenai pemakaian maupun maknanya seperti yang dipakai oleh masyarakat bahasa bersangkutan (Usman,1979:1). Dalam leksikologi butir-butir leksikal suatu bahan dikaji asal usulnya, bentuk dan pembentukannya, maknanya, penggunaannya aspek bunyi dan ejaannya serta aspek lainnya. Kemudian hasil kajian leksikologi ini ditulis dan disusun secara alphabet, maka bidang kegiatannya sudah termasuk dalam kegiatan leksikografi (Almos, Pramono, 2015:46).

Bahasa Dawan merupakan bahasa pertama atau bahasa ibu bagi orang Dawan. Penutur bahasa Dawan dikenal sebagai “Suku Dawan”atau “Atoni Meto” yang berarti orang dari tanah kering. Seiring dengan perkembangan arus globalisasi dan pendidikan yang semakin maju maka orang Dawan lebih mengadopsi dan menggunakan bahasa Indonesia sebagai bahasa ibu. Pernyataan tersebut dapat ditemui di kalangan generasi muda dalam komunikasi sehari-hari yang jarang menggunakan bahasa Dawan dalam bentuk formal dan bentuk kiasan, maka akan sangat mungkin bahwa bahasa Dawan akan semakin memudar bahkan akan punah. Kondisi seperti ini perlu diwaspadai agar tidak berakibat pada matinya bahasa tersebut. berdasarkan uraian diatas didasarkan pada asumsi bahwa bahasa Dawan dialek Amanatun Selatan memiliki kosa kata yang digunakan pada situasi formal dan non formal.

Kajian naskah – naskah kuno bahasa Dawan dialek Amanatun Selatan mengandung teks klasik yang masih sangat minim dilakukan. Kekayaan bahasa Dawan dialek Amanatun Selatan ini harus diselamatkan dengan cara dicatat di atas kertas (dokumen tertulis). Pendokumentasian bahasa adalah dengan mengumpulkan atau menyimpan secara apik dan dapat digunakan atau dimanfaatkan dengan mudah oleh masyarakat awam maka penyusunan kamus harus dilakukan, dengan mencatat seluruh kosa kata yang digunakan baik secara formal maupun non formal. Berdasarkan uraian tersebut maka penyusunan kamus bahasa Dawan dialek Amanatun Selatan harus dilakukan untuk mengungkapkan unsur – unsur klasik bahasa Dawan dan setelah dicermati dan dipahami teks klasik bahasa Dawan dialek Amanatun Selatan dapat dikelompokkan menjadi kata dasar, bentuk kata formal dan bentuk kata kiasan. Masing – masing pengelompokkan tersebut diuraikan satu persatu.

Penelitian ini dilakukan dengan memilih dua puluh lima kata dasar dalam komunikasi sehari – hari sebagai pengembangan yang didokumentasikan dalam bentuk teks, mengelompokkan, menganalisis dan menyajikannya dalam bentuk formal dan bentuk kiasan dan selanjutnya dapat dikembangkan menjadi bahan pelajaran kesusastraan di sekolah terutama pada mata pelajaran muatan lokal dan seni budaya.

Penelitian terdahulu yang relevan dengan penelitian ini dilakukan oleh Tarno, dkk (1993) dengan judul *Sastra Lisan Dawan*. Hasil penelitiannya mendeskripsikan tentang ciri – ciri ekstrinsik dan intrinsik sastra Dawan dengan tujuan memberikan gambaran dan menginformasikan kelengkapan bahan – bahan sastra lisan Dawan.

Perbedaan penelitian ini dengan penelitian yang sudah ada sebelumnya adalah objeknya yang berbeda yaitu penelitian ini mengumpulkan bahan – bahan sastra lisan Dawan secara khusus kata kerja dasar bahasa Dawan dialek Amanatun Selatan, mendokumentasikannya dalam bentuk teks dan mengelompokkan, menganalisis dan menyajikannya dalam bentuk formal dan bentuk kiasan.

METODE PENELITIAN

Metode dalam praktikal leksikografi ini mengadopsi 6 tahapan Wiegand (1998) yaitu: a. tahap persiapan, b. tahap pengumpulan data, c. tahap analisa (perlakuan terhadap materi dan data yang diperoleh), d. tahap evaluasi, e. tahap persiapan untuk percetakan disertai dengan pengembangan (bila diperlukan). Tahap persiapan dilakukan dengan mencari narasumber dan menyediakan format pendataan kosa kata sehari – hari, bentuk formal, bentuk kiasan dan arti kata.

Pengumpulan data penelitian ini melalui metode linguistik lapangan dan metode kepustakaan. Metode linguistik lapangan menggunakan metode yang lebih khusus yaitu metode simak dan metode cakap. Metode kepustakaan diwujudkan dengan mengambil/mencatat atau memeriksa sejumlah data berupa klausa/kalimat Bahasa Dawan dialek Amanatun Selatan yang diperlukan dari sumber data sekunder yang berupa buku – buku dalam bahasa Dawan dan hasil penelitian bahasa Dawan yang diakui kebenarannya.

Penelitian ini dilakukan di Kabupaten Timor Tengah Selatan yang penuturnya menggunakan Bahasa Dawan Dialek Amanatun Selatan. Penelitian ini menggunakan dua sumber data yaitu, data primer dan data sekunder. Data primer penelitian ini diperoleh dari informan, sedangkan data sekunder penelitian ini berupa data yang diperoleh dari buku – buku bahasa Dawan seperti Alkitab Bahasa Dawan (Beno Alekot), buku lagu Rohani Kristen (Si Knino), lirik lagu-lagu daerah. Sumber data dalam penelitian ini adalah narasumber yang terdiri dari

penutur bahasa Dawan, tokoh masyarakat serta masyarakat pendukungnya. Adapun kriteria dalam pemilihan dan penentuan informan, yaitu orang yang bersangkutan memiliki pengalaman dan paham tentang bahasa Dawan, usia telah dewasa, sehat jasmani dan rohani, fleksibel dan memiliki cukup waktu untuk memberikan informasi yang dibutuhkan. Pada tahapan evaluasi, peneliti melakukan konfirmasi dan konsultasi dengan narasumber terkait hasil analisis.

PEMBAHASAN

No	Kata Dasar	Bentuk Formal	Bentuk Kiasan	Arti
1	Ua, Mia, Tah, Nah Mua Meuk	Bukae	Tasi nsae Tsu balaf	Makan
2	Mtok	Tunok Tunom	Ta let ok Bauk noni	Duduk
3	Mnao Fin fe Naoen	Tkoenok Mkoenom	Kuita	Pergi, jalan Selamat jalan
4	Ume (kata benda)	Sonaf	Sane Pano	Rumah
5	He'	Onane	Neno anan Ahoit alat Pahtuan	Iya, baik bentuk pernyataan setuju, sepakat, membenarkan)
6	Teb	Namneo Amneot	Neno anan Ahoit alat Pahtuan	Benar, setuju, sepakat
7	Tuaf	Usif	Pah tuaf	Tuan, Raja, pemilik wilayah
8	Li' mone	Anmone	Nai mnuke	Anak laki – laki
9	Li' fetu	An fetu	Fetnai Bisopo Sufa	Anak perempuan
10	Fe, Faimnasi	Kato	Aok bian Bnapa	Istri (pendamping suami)
11	Tata	Anaet	Nae tef	Kakak (saudara laki- laki sulung)
12	Oli	Oli	Muni Heutsusu, Tu'an (merujuk kepada anak bungsu)	Adik
13	Tup	Ainok	Mkusom Ta'kusok	Tidur
14	Uab Au uab Mu uab Sin na'uab Hai mi'uab Hit ta'uab	Molok Au umolok Mu molok Si namolok Hai mimolok Hit tamolok	Mu kua a'an	Bicara

15	It Fua Kiso Mu et Ta et	Mnu Mtae	Mntao mataf	Melihat Memeriksa
16	Lomit	Salit	Tenab	Mau, ide, pikiran, gagasan
17	Ba'an	Hanaf	Han ba'an	Janji, pesan, nasihat, petuah
18	Pina	Pina	Meu'sina	Cahaya, Nyala, Terang
19	Mana'a nimaf	Tma top Ntopu	Mbaban Mutuku Tun taku	Bergandengan Jabatan tangan Menuntun Membimbing Menopang
20	Oum	Tem Tam om	Tbol tem Munoebom om	Datang Muncul Masuk Kemari
21	Onane	Leko Namneo	Tebes	Baik Demikian juga
22	Pules	Naliatas	Ta' naeba	Memuji Membesarkan
23	Tabua Buamese	Namtis	Namno'	Lengkap Genap
24	Bale	Kuan Pah	Nifu	Tempat tinggal Kampung halaman Daerah Kota Negeri
25	Luman	Katit fa	Kanmu'i	Kosong Tidak ada

1. Ua : makan, adalah kata kerja dasar. Apabila kata “ua” digunakan dalam kalimat harus sesuai dengan subyek.

Au ua : saya makan

Ho mua: kamu / engkau makan

Hai mia: kami makan

Hit tah : kita makan

In nah : dia (laki-laki / perempuan) makan

Si nahan: mereka makan

Kata Ua digunakan dalam komunikasi sehari-hari dan merujuk ke objek makanan

Kata Meuk digunakan dalam komunikasi sehari – hari dan merujuk ke objek buah buahan

Bukae adalah kata formal yang digunakan dalam komunikasi pada situasi formal dan kata “bukae” digunakan untuk mempersilahkan orang menikmati makanan yang disajikan.

Tasi nsae arti harafiahnya air laut naik / pasang. Kata ini adalah bentuk kata kiasan yang sering digunakan untuk menyatakan kegiatan makan.

2. Mtok : duduk, adalah kata kerja dasar yang digunakan dalam komunikasi sehari – hari.
Tunok, Tunom dan Ta let ok, merupakan kata formal dan digunakan untuk mempersilahkan orang / tamu untuk duduk
Bauknoni : arti harafiahnya tempat duduk yang terbuat dari perak dan pada zaman kerajaan, Bauknoni adalah ungkapan yang digunakan untuk menyebut tempat duduk raja (takhta raja). Kata “bauknoni” adalah kata kiasan yang digunakan untuk mempersilahkan tamu untuk duduk.
3. Mnao : jalan, adalah kata kerja dasar yang dipakai dalam komunikasi sehari – hari
Fin fe : lewat, adalah kata yang digunakan ketika seseorang dalam perjalanan dan bertemu dengan orang lain maka untuk menyapanya menggunakan kata “fin fe” yang merujuk pada ungkapan menegur seseorang dan hendak melanjutkan perjalanan.
Naoen : merujuk pada orang yang sudah jalan
Au naoen : saya sudah jalan
In naoen : dia sudah jalan
Sin naoen : mereka sudah jalan
Hai mnaoen: kami sudah jalan

Tkoenok, adalah kata formal yang digunakan untuk mengucapkan selamat jalan kepada orang lain (hanya satu orang).

Mkoenom adalah bentuk kata formal yang digunakan untuk mengucapkan selamat jalan kepada orang (jumlahnya lebih dari satu orang).

Kuita arti harafiahnya adalah berjalan dengan sedikit membungkuk (posisi berjalan dengan badan sedikit dibungkukkan dan kedua tangan terbuka lurus sejajar dengan lutut). Kata “kuita” merupakan kata kiasan yang digunakan untuk menyatakan bahwa orang tersebut pamit untuk pulang/jalan.

4. Ume : rumah, secara umum dapat digunakan untuk menyebutkan rumah bagi kalangan Umum
Sonaf: istana, digunakan untuk kalangan bangsawan dan merupakan bentuk kata formal tetapi sekarang kata “sonaf” bisa digunakan untuk menjelaskan rumah dan dapat diungkapkan oleh semua kalangan masyarakat dalam komunikasi

Sane, Pano, pada zaman kerajaan digunakan untuk menyebutkan rumah bagi kalangan masyarakat yang status sosial rendah atau masyarakat kalangan bawah tetapi sekarang kata “sane, pano” tergolong bentuk kata kiasan untuk menyebutkan rumah dan juga digunakan sebagai ungkapan untuk merendahkan diri.
5. He’: iya, bentuk kata dasar yang digunakan dalam ungkapan sehari-hari untuk menyatakan persetujuan, kesepakatan atau membenarkan
Onane: seperti itu, demikian, adalah kata formal yang digunakan untuk menyatakan persetujuan, kesepakatan, membenarkan

Neno anan, digunakan untuk menyatakan persetujuan, kesepakatan, membenarkan kepada lawan bicara yang status sosialnya tinggi. Pada zaman kerajaan, kata “neno anan” digunakan untuk menjawab seorang raja tetapi sekarang penggunaan kata “neno anan” berlaku untuk semua kalangan masyarakat dalam komunikasi sebagai wujud penghargaan atau rasa menghargai.

Ahoit alat, Pahtuan adalah bentuk kata kiasan untuk menjawab sebagai bentuk pernyataan setuju, sepakat atau membenarkan.

6. Teb: benar, setuju, sepakat merupakan kata yang digunakan dalam komunikasi sehari – hari
Namneo, Amneot, merupakan bentuk kata formal untuk menyatakan benar, setuju atau sepakat
7. Tuaf : tuan (pemilik) digunakan dalam ungkapan sehari-hari yang merujuk kepada pemilik, penguasa wilayah
Usif : raja/tuan, adalah bentuk kata formal yang digunakan dalam komunikasi yang merujuk kepada pemilik, penguasa
Pah tuaf adalah bentuk kata kiasan yang digunakan untuk menyatakan persetujuan, kesepakatan atau membenarkan.
8. Li' mone : anak laki-laki. Kata “Li' mone” digunakan dalam komunikasi sehari-hari
Anmone merupakan bentuk kata formal untuk menyebutkan anak laki-laki
Naimnuke : anak laki-laki dari raja (pangeran), merupakan ungkapan kiasan yang digunakan untuk menyebutkan anak laki-laki. Kata “naimnuke” digunakan pada zaman kerajaan untuk menyebutkan anak laki-laki dari raja tetapi sekarang kata “naimnuke” dapat digunakan untuk semua kalangan sebagai sebutan untuk anak laki-laki.
9. Li' fetu: anak perempuan. Kata “Li' fetu” digunakan dalam komunikasi sehari-hari
An fetu, merupakan bentuk kata formal merujuk kepada sebutan untuk anak perempuan
Fetnai: anak perempuan dari raja (putri raja) merupakan bentuk kata kiasan yang digunakan pada zaman kerajaan untuk menyebut putri raja.

Sufa, arti harafiahnya “pucuk bunga”. Kata “sufa” sebagai bentuk kata kiasan untuk menyebutkan anak gadis.
10. Fe atau Faimnasi: isteri. Kata “fe atau faimnasi digunakan dalam komunikasi sehari-hari
Kato adalah bentuk kata formal untuk menyebut isteri

Aokbian, arti harafiahnya bagian sebelah badan dan “bnapa” arti harafiahnya tulang rusuk. Kata “aokbian” dan “bnapa” merupakan bentuk kata kiasan untuk menyebut seorang isteri (pendamping suami).
11. Tata: kakak (perempuan atau laki-laki), digunakan dalam komunikasi sehari-hari
Anaet, merupakan bentuk kata formal untuk menyebut kakak yang merujuk kepada sebutan untuk laki-laki sulung

Nae tef adalah bentuk kata kiasan untuk menyebutkan kakak laki-laki sulung atau kakak perempuan sulung.
12. Oli : adik (laki-laki/perempuan), kata “oli” dapat digunakan dalam komunikasi sehari-hari maupun digunakan sebagai bentuk kata formal dalam komunikasi

Muni, Heutsusu, Tu'an, merupakan bentuk kata kiasan merujuk kepada sebutan untuk adik laki-laki/perempuan bungsu).

13. Tup : tidur, merupakan bentuk kata dasar yang digunakan untuk komunikasi sehari-hari
Ainok adalah bentuk kata formal yang digunakan untuk menyatakan tidur
- Mu' kus om, Ta' kus ok adalah bentuk kata kiasan yang digunakan untuk menyatakan tidur. Kata "mu'kus om" dan "ta' kus ok" merujuk kepada raja atau orang terhormat.
14. Uab: bicara, merupakan kata yang digunakan dalam komunikasi sehari-hari
Au uab : saya bicara
Sin na'uab : mereka berbicara
Hai mi'uab: kami berbicara
Hit ta'uab : kita berbicara
Mu uab, meminta orang untuk bicara tetapi dalam komunikasi sehari-hari
Mumolok: bicara, adalah bentuk kata formal yang digunakan untuk komunikasi dalam situasi resmi dengan tujuan mempersilahkan orang untuk berbicara
- Mukua a'an, merupakan kata kiasan yang digunakan untuk mempersilahkan orang berbicara.
15. It, Fua, Kiso: melihat adalah kata digunakan dalam komunikasi sehari-hari
Mu et : anda melihat
Ta et : kita melihat
Mu et dan Ta et adalah kata yang digunakan dalam komunikasi sehari-hari
Mnu' adalah bentuk kata formal yang artinya melihat
Mtae : melihat, merupakan bentuk kata formal lebih merujuk ke arti/makna memeriksa, koreksi.
Mtao mataf: menaruh mata, merupakan bentuk kata kiasan merujuk ke arti kata melihat.
16. Lomit: kemauan, ide, pikiran, gagasan, merupakan bentuk kata yang digunakan sehari-hari
- Salit adalah bentuk kata formal merujuk ke arti kata kemauan, ide, pikiran, gagasan
Tenab, merupakan bentuk kata kiasan merujuk ke arti kemauan, ide, pikiran, gagasan.
17. Ba'an : janji, pesan, nasihat, petuah
Hanaf : suara, merupakan bentuk kata formal yang digunakan dalam komunikasi merujuk ke arti janji, pesan, nasihat
Han ba'an : arti harafiahnya suara janji, merupakan bentuk kata kiasan merujuk ke arti janji, pesan, nasihat, petuah.
18. Pina: cahaya, nyala, terang, merupakan kata yang digunakan dalam komunikasi sehari-hari yang merujuk ke makna cahaya lampu, nyala api dan juga merupakan bentuk kata formal
Meu' sina : terang, merujuk ke makna terang bulan, terang di pagi hari (subuh). Kata "meu' sina" merupakan bentuk kata kiasan merujuk ke makna cahaya, nyala, terang.
19. Mana'a nimaf: berpegangan tangan (merujuk ke makna bergandengan tangan), merupakan kata yang digunakan dalam ungkapan sehari-hari
Tma top : berjabatan tangan, adalah kata formal yang digunakan untuk komunikasi pada situasi resmi
Ntopu : tuntun, merupakan kata formal

Mbaban, Mutuku, Tun takun, merupakan bentuk kata kiasan yang merujuk pada makna membimbing, menuntun, menopang.

20. Oum: datang, kemari, merupakan kata yang digunakan dalam komunikasi sehari-hari
Tem, Tam om, merupakan bentuk kata formal yang merujuk ke kata datang, kemari, mempersilahkan masuk
Tbol tem, munobem om: muncul datang, merupakan bentuk kata kiasan yang merujuk pada kata datang, kemari.
21. Onane : seperti itu, demikian juga, digunakan dalam komunikasi sehari-hari
Leko artinya baik, “namneo” artinya benar, merupakan bentuk kata formal merujuk ke makna kata seperti itu, demikian juga
Tebes : baik, benar, merupakan bentuk kata kiasan merujuk ke makna seperti itu, demikian juga.
22. Pules : memuji, merupakan kata yang digunakan dalam komunikasi sehari-hari
Naliatas: memuji, merupakan bentuk kata formal yang merujuk ke arti memuji (khususnya untuk memuji Tuhan)
Ta’ naeba : membesarkan, adalah bentuk kata kiasan yang merujuk pada makna memuji Tuhan.
23. Tabua : berkumpul, merupakan kata yang digunakan dalam komunikasi sehari-hari
Bua’ mese : berkumpul jadi satu
Namtis : lengkap, genap, merupakan kata formal merujuk ke makna berkumpul

Namno’ adalah bentuk kata kiasan merujuk ke makna berkumpul, genap, lengkap.
24. Bale: Tempat tinggal, merupakan kata yang digunakan dalam komunikasi sehari – hari untuk menyebutkan tempat tinggal
Kua : Kampung halaman
Pah: Daerah, Kota, Negeri

Kata “Kuan” dan “Pah”, merupakan kata formal yang digunakan untuk menyebutkan kampung halaman, daerah atau negeri.
Nifu merupakan bentuk kata kiasan yang merujuk ke makna tempat tinggal, kampung halaman, daerah, kota, negeri
25. Luma : kosong, merupakan kata yang digunakan dalam komunikasi sehari – hari

Katit fa, adalah bentuk kata formal yang digunakan untuk menyatakan kosong, tidak ada.
Kan mu’I, adalah bentuk kata kiasan yang digunakan untuk menyatakan kosong, tidak ada, tidak memiliki.

KESIMPULAN

Berdasarkan analisa kata per kata, dapat disimpulkan bahwa penggunaan bahasa Dawan dialek Amanatun Selatan dengan satu kata dasar dapat menghasilkan dua kata yang berbeda sesuai konteks penggunaannya dalam bentuk formal dan bentuk kiasan. Bahasa Dawan dialek Amanatun Selatan adalah bahasa lokal masyarakat Dawan yang santun dan menjadi sarana

komunikasi dalam situasi formal sebagai bentuk penghargaan yang adalah wujud ide, perasaan dan hasrat yang disampaikan.

Revitalisasi sastra dawan khususnya dialek Aamantun Selatan akan sangat berguna dalam pembinaan dan pengembangan kebudayaan daerah serta mentransformasikan sastra lisan Dawan menjadi sastra daerah yang berguna bagi pengembangan kurikulum muatan lokal.

Implikasi *leksikografi bahasa Dawan dialek Amanatun Selatan* sebagai relevansi dengan pengembangan sastra lisan Dawan khususnya dan kesusastraan pada umumnya, sebagai dokumentasi tertulis bahan – bahan sastra lisan Dawan, berfungsi untuk meningkatkan daya apresiasi sastra khususnya pada masyarakat Dawan dan dalam proses pembelajaran adalah sebagai bahan referensi dalam pembelajaran Muatan Lokal dan Seni Budaya. Leksikografi Bahasa Dawan Dialek Amanatun sebagai sumber bacaan untuk memperdalam pengetahuan agar dapat melestarikan nilai luhur kebudayaan daerah.

Hasil penelitian ini dapat dijadikan sebagai referensi bagi peneliti lain yang ingin meneliti leksikografi bahasa Dawan secara khusus merujuk pada kata kerja dasar atau kata benda dialek lainnya di Kabupaten Timor Tengah Selatan. Berdasarkan penelitian yang berjudul *Leksikografi Bahasa Dawan Dialek Amanatun selatan*, maka peneliti menyarankan kepada para pembaca untuk dapat memanfaatkan hasil penelitian ini sebagai acuan untuk memahami penggunaan kata-kata informal dan formal dalam komunikasi sehari – hari maupun dalam situasi resmi dan bagi pendidik dapat menggunakan hasil penelitian ini sebagai referensi dalam pembelajaran muatan lokal dan Seni Budaya berbasis tradisi lisan dan menjadi pembelajaran yang bermakna.

Harapan peneliti adalah tradisi lisan sebagai warisan budaya yang mengandung nilai-nilai luhur itu dapat ditransfer, ditransformasi, diintegrasikan dalam pendidikan. Dalam hal ini, hasil-hasil penelusuran dan penelitian terhadap tradisi lisan dapat dijadikan sebagai inspirasi dalam praktik pendidikan. Oleh karena itu, kiranya penting pendidikan nasional dirancang dengan menerapkan kurikulum, strategi dan model pembelajaran, serta komponen belajar lainnya yang berbasis pada nilai-nilai luhur cultural yang disesuaikan dengan konteks kedaerahannya.

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BIODATA

¹⁾**Margarita D. I. Ottu, S.Pd, M.Pd.K** lahir di Putun, 27 Maret 1983 adalah alumnus Universitas Nusa Cendana Kupang FKIP, Program Studi Pendidikan Bahasa Inggris Tahun 2006. Sejak Oktober 2006 menjadi guru di SMP Negeri 2 SoE. Pada tahun 2013 menjadi staf pengajar tidak tetap di Sekolah Tinggi Agama Kristen Arastamar SoE (STAKAS). Penulis mengajar Bahasa Inggris dan mata kuliah umum lainnya. Tahun 2015 lulus S2 Pendidikan Agama Kristen di Sekolah Tinggi Teologi Injili Arastamar (SETIA) Jakarta.

²⁾**Phidolija Tamonob, S.Pd, M.Pd.K** lahir di SoE, 06 Februari 1985 adalah alumnus Universitas Nusa Cendana Kupang FKIP, Program Studi Pendidikan Bahasa Indonesia Tahun 2003. Pada tahun 2013 menjadi staf pengajar tidak tetap di Sekolah Tinggi Agama Kristen Arastamar SoE (STAKAS). Penulis mengajar Bahasa Indonesia dan mata kuliah lainnya. Tahun 2015 lulus S2 Pendidikan Agama Kristen di Sekolah Tinggi Teologi Injili Arastamar (SETIA) Jakarta dan pada tahun 2017 sampai sekarang menjadi Ketua Sekolah Tinggi Agama Kristen Arastamar SoE (STAKAS).

**MAKNA DAN FUNGSI DALAM TUTURAN UPACARA PANGA'ADI NGA'A PABENUDI
WE'E PADA MASYARAKAT DESA LOLO WANO KECAMATAN TANA RIGHU
KABUPATEN SUMBA BARAT
(KAJIAN DARI PERSPEKTIF LINGUISTIK KEBUDAYAAN)**

Paulus Ama Kamuri

Program Studi Ilmu linguistik, Program Pascasarjana, Universitas Nusa Cendana, Kupang

ABSTRAK

Kajian ini difokuskan pada aspek bahasa yang digunakan dalam tuturan upacara *Panga'adi Nga'a Pabenudi We'e* dan kaitannya dengan tradisi atau budaya masyarakat Sumba Barat yang melatari-nya dalam konteks memberikan sajian berupa makanan dan minuman kepada arwah atau roh leluhur khususnya pada Kecamatan Tana Righu, Desa Lolo Wano sebagai lokasi utama. Sasaran pengkajian mencakup telaah makna dan fungsi dalam tuturan upacara *Panga'adi Nga'a Pabenudi We'e*. Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan makna dan fungsi yang terdapat dalam tuturan upacara *Panga'adi Nga'a Pabenudi We'e* yang kaitan dengan budaya yang melatari nya. Sasaran dengan tujuannya hasil penelitian ini diharapkan dapat bermanfaat bagi masyarakat Desa Lolo Wano agar dapat mengenal dan memahami makna serta fungsi sebagai rujukan dalam mempertahankan warisan leluhur. Teori yang digunakan adalah teori linguistik kebudayaan yang ditunjang dengan konsep bahasa, budaya, tuturan, *Panga'adi Nga'a Pabenudi We'e*, makna dan fungsi. Metode penelitian yang digunakan adalah metode deskriptif kualitatif. Hasil penelitian menunjukkan bahwa makna yang terdapat dalam tuturan upacara *Panga'adi Nga'a Pabenudi We'e* adalah makna religius, makna kebersamaan, makna budaya dan makna permohonan sedangkan fungsi yakni: fungsi informasi, fungsi perlindungan, fungsi religius, fungsi sosial dan fungsi budaya.

Kata Kunci: *Tuturan Panga'adi Nga'a Pabenudi We'e, Linguistik Kebudayaan Makna dan Fungsi*

PENDAHULUAN

Panga'adi Nga'a, Pabenudi We'e merupakan suatu kepercayaan atau keyakinan adanya kekuatan gaib yang melebihi kekuatan manusia atau pengakuan atas wujud tertinggi dituangkan dalam kepercayaan marapu, kepercayaan pada masyarakat Desa Lolo Wano mengutamakan unsur-unsur kesucian, kebersihan jiwa, perdamaian, kerukunan dan cinta kasih antara *kabisu (suku)*, untuk memberikan makanan dan minuman pada roh leluhur. Mereka percaya bahwa upacara *Panga'adi Nga'a, Pabenudi We'e* mempunyai makna dan fungsi sehingga *Panga'adi Nga'a, Pabenudi We'e* merupakan hal yang wajib dilakukan setiap tahun sekali karena Masyarakat Desa Lolo Wano khusus-nya suku *We,e Bongga* berkeyakinan bahwa orang yang meninggal tidak pergi begitu saja tetapi masi berada disekeliling mereka dari keyakinan tersebut adanya kata *Panga'adi Nga'a*, yang artinya memberikan makan, sedangkan *Pabenudi We'e* yang artinya memberikan minum, kepada roh leluhur sebagai pengantara untuk menyampaikan pesan atau maksud kepada sang pencipta .

Masyarakat Desa Lolo Wano memiliki berkeyakinan bahwa kebiasaan pelaksanaan *Panga'adi Nga'a Pabenudi We'e* sangat penting karena sudah melekat dalam kehidupan mereka secara baik. Dalam kehidupan masyarakat kebiasaan tersebut sudah ada sejak zaman dahulu, jadi tidak bisa dibiarkan hilang begitu saja tetapi masih terlaksana sampai sekarang dan terus diwariskan dari generasi- ke generasi berikutnya. Masyarakat Desa Lolo Wano merupakan kelompok masyarakat yang diagungkan karena adat lahir dan dibentuk oleh

masyarakat sehingga merupakan budaya masyarakat itu sendiri. Upaya untuk mendapatkan gambaran yang jelas tentang makna dan fungsi budaya yang terkandung dalam *Panga'adi Nga'a, Pabenudi We'e* (roh leluhur).

Kebudayaan merupakan hasil cipta manusia yang pada gilirannya mengatur kehidupan manusia, manusia dan kebudayaan itu merupakan satu kesatuan yang tidak dapat dipisahkan. Ada manusia, adapula kebudayaan, tidak ada kebudayaan tanpa pendukungnya, yaitu manusia (Soekmono, 1973:9).

Dalam perspektif linguistik kebudayaan, bahasa dipahami sebagai aktivitas kebudayaan suatu masyarakat yang berfungsi sebagai instrumen untuk mengorganisasikan ranah budaya yang lain. Bahasa dalam kapasitasnya sebagai aktivitas kebudayaan selain dibentuk oleh kemampuan lahiriah manusia yang bersifat khusus juga dibentuk oleh pengalaman fisik dan sosial budaya dalam pengertian bahwa bahasa dipahami sebagai kebudayaan dibentuk oleh kebudayaan (Palmer, 1996:10-26) mengingat bahasa berakar dalam konseptualisasi budaya suatu masyarakat pada setiap tataran, maka penelitian linguistik kebudayaan dapat menggunakan pendekatan ethnography yang dalam proses penerapan pendekatan tersebut mesti mempertimbangkan kebudayaan sebagai salah satu konsep dasarnya, selain bahasa dan konseptualisasi

Masyarakat Nusa Tenggara Timur merupakan masyarakat majemuk karena memiliki keanekaragaman misalnya keragaman dalam agama, bahasa, adat istiadat, suku, ras dan golongan. Keanekaragaman ini terdapat pula di wilayah Desa Lolo Wano Kecamatan Tanarighu Kabupaten Sumba Barat. Selain itu juga masyarakat Desa Lolo Wano sebagai suatu sistem sosial yang memiliki sub sistem misalnya politik, sosial, ekonomi dan budaya. Setiap sub sistem memiliki fungsi dan makna tertentu. Fungsi adat adalah untuk mempererat hubungan keharmonisan antara individu dengan individu, individu dengan kelompok.

Dari dasar pemikiran di atas maka, penulis tertarik untuk melakukan penelitian dengan judul “makna dan fungsi dalam tuturan upacara *Panga'adi Nga'a Pabenudi We'e* pada masyarakat Desa Lolo Wano Kecamatan Tana Righu Kabupaten Sumba Barat” dengan melakukan kajian perspektif linguistik kebudayaan sebagai paradigma baru yang mengkaji secara khusus dan mendalam hubungan bahasa dan kebudayaan.

METODE PENELITIAN

Metode penelitian yang digunakan oleh peneliti dalam penelitian ini adalah metode deskriptif kualitatif yang berarti data yang terurai dalam kata-kata atau gambar-gambar, rekaman, dokumen, dan catatan yang resmi. Nassir, (1985:120) menyatakan bahwa metode penelitian deskriptif adalah metode yang digunakan untuk memecahkan atau menjawab permasalahan yang dilakukan dengan cara atau langkah-langkah pengumpulan data, klasifikasi dan analisis dan untuk membuat simpulan dan laporan dengan tujuan utama, membuat penggambaran tentang suatu keadaan secara objektif deskriptif.

Taylor (*dalam* Moleong, 2003:3) pendekatan kualitatif merupakan prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang yang berperilaku yang dapat diamati.. Tujuan dari metode ini (Nassir, 1985:63) adalah untuk membuat deskripsi yaitu gambaran atau lukisan secara sistematis, faktual dan akurat mengenai fakta-fakta, sifat-sifat serta hubungan fenomena yang diselidiki.

Berdasarkan metode tersebut di atas teknik yang digunakan oleh peneliti dalam menganalisis data yaitu mereduksi atau menyeleksi data-data yang sudah dikumpulkan untuk memperoleh data yang relevan dengan masalah yang telah diteliti kemudian dianalisis dengan cara membuat transcript, yakni menyalin kembali data lisan dari rekaman kedalam bentuk tulisan, menerjemahkan secara harafiah data yang sudah ditranskripsikan dan analisis data berdasarkan makna dan fungsi tuturan ritual *Panga'adi Nga'a Pabenudi We'e*. Penelitian ini terdiri atas tiga tahap yakni pengumpulan data, analisis data dan penyajian hasil analisis data. Data dalam penelitian ini adalah data kualitatif berupa data lisan dan tulisan yang berkaitan dengan Masyarakat Lolo Wano. Data lisan diperoleh dengan empat metode yakni wawancara, teknik rekaman, teknik simak catat dan observasi sedangkan data tulis diperoleh dengan menggunakan literatur-literatur entah itu berkaitan dengan dokumentasi yang berkaitan dengan masalah penelitian.

DISKUSI

Deskripsi Data Hasil Penelitian

Dari hasil penelitian menunjukan bahwa proses pelaksanaan upacara *Panga'adi Nga'a Pabenudi We'e* mempunyai dua tahap yaitu: (1) Tahap *tekidawe* (Tahap memberikan informasi) dan (2) Tahap *Panga'adi Nga'a Pabenudi We'e* (tahap memberikan makanan dan minuman)

1. Tahap *Tekidawe* (Tahap memberikan informasi)

Tahap *tekidawe* adalah tahap untuk memberikan informasi kepada roh leluhur bahwa keesokan harinya akan dilaksanakan upacara *Panga'adi Nga'a Pabenudi We'e* sehingga roh leluhur mengetahui dan tidak merasa kaget atas kedatangan manusia, supaya mereka menunggu dan menyiapkan diri untuk menerima persembahan yang telah diberikan . Adapun tuturan adalah sebagai berikut:

1. *Deiba wiasa hemmi Ina weda, ama weda*
terima beras mereka mama tua bapak tua
'Terimalah beras ini oma dan opa'
2. *Kona' tokehemmi*
datang mendekat
'Datanglah mendekat'
3. *Madi'ina teppe andena lunna*
duduk tikar sandar bantal
'Duduk di tikar dan sandar lah di bantal'
4. *Nebalina maimawe pekagumi li,i paneghe.*
sekarang kami datang beritahu informasi bicara
'Sekarang kami datang berbicara untuk memberitahukan informasi'
5. *Kiaro sagadi hidi marapu tollu,*
hadapan pergi mereka roh telur
'Mereka yang berhadapan kepada roh leluhur'
6. *Marapu manu aniina mogona.*
roh ayam yang ada tinggi
'Roh yang berada di tempat yang tinggi'

7. *Hida paneghe bara ina*
mereka bicara dekat mama
'Mereka berbicara kepada roh leluhur'
8. *Hida kadauka bara ama.*
mereka bertutur dekat bapak
'Mereka bertutur kepada roh leluhur'
9. *Koka batoma dukidi hidi adeberana ngaba*
besok tibah sampai mereka hancurkan tebing
'Besok akan tiba terhadap mereka yang menghancurkan tebing'
10. *Munnu nia arukupana wasu moro.*
dan dia mematahkan kayu biru
'Dan dia yang mematahkan kayu yang hidup'
11. *Malla bahida atipa lii kii, atenda lii kalada*
karena mereka tangkis suara kecil, tendang suara besar
'Karena mereka yang tangkis suara kecil dan tendang suara besar'
12. *Tomagadi hidi holuna pakode,*
sampaikan mereka adakan jantan
'Sampaikan kepada mereka yang mengadakan orang pintar'
13. *Rawina mahailo.*
bikin jantan
'Yang menjadikan lelaki pintar'
14. *Niaka haige mangane ate dana*
hingga ada pintar hati dalam
'Sehingga pintar ada dalam hati'
15. *Niaka haige maneilo wiwi deta.*
hingga ada pintar bibir di
'Sehingga bibir pintar berbicara'
16. *Takka koka zagudi zapa nga'ada*
sehingga besok berikan makanan
'Sehingga besok saya memberikan makanan'
17. *Zagudi we'e pabenuda*
berikan air minuman
'Memberikan air minum'
18. *Ga'i karemna parema.*
hingga Menunggu tunggu
'Sehingga mereka menunggu'

19. *Hina bama pekagumi li'i paneghe*
 begini kami sampaikan suara berbicara
 'Begini kami berbicara menyampaikan informasi'
20. *Bama bohogimi li'i kadauka*
 kami sampaikan suara berbicara
 'Kami sampaikan informasi'
21. *Hemi aro sagadi hidi marapu tollu, marapu manu.*
 mereka berhadapan mereka roh telur, roh ayam
 'Mereka berbicara kepada roh leluhur'
22. *Kipato'owe' li'ima hemi ina weda ama weda.*
 dengarkan suara kami, mereka mama tua, bapak tua
 'Dengarkan permohonan kami oma dan opa'

2. Tahap *Panga'adi Nga'a Pabenudi We'e*

Tahap *Panga'adi Nga'a, Pabenudi We'e* merupakan suatu puncak untuk memberikan persembahan berupa makanan dan minuman kepada roh leluhur. Sebelum melakukan upacara *Panga'adi Nga'a, Pabenudi We'e* tentunya menyiapkan alat dan bahan yang digunakan diantaranya adalah siri, pinang, kapur, beras, ayam, air, parang dan tombak. Alat dan bahan inilah yang digunakan dalam upacara *Panga'adi Nga'a, Pabenudi We'e*. Adapun tuturan-nya adalah sebagai berikut:

- 23 *Deiba wiasa hemmi Ina weda, ama weda*
 terima beras mereka mama tua bapak tua
 'Terimalah beras ini oma dan opa'
- 24 *Kona' tokehemmi.*
 datang mendekat
 'Datanglah mendekat'
- 25 *Mahimi kimamana pamama*
 datang makan siri pinang
 'Datang makan siri dan pinang'
- 26 *Netina malena mapekabagumi li'i panehe*
 tadi malam memberitahukan suara berbicara
 'Tadi malam kami sudah memberitahukan informasi'
- 27 *Bohobaumi li'i kadauka*
 memberitahukan sura berbicara
 'Memberitahukan informasi'
- 28 *Takka nebalina*
 tapi sekarang
 'Tapi sekarang'

- 29 *Dukibamawe rabena manu*
tibah tempat ayam
'Tibah di tempat tinggalnya roh leluhur'
- 30 *Takka hidi arukupana wasu*
tapi mereka mematakan kayu
'Tapi mereka mematakan kayu'
- 31 *Adeberana ngaba*
hancurkan tebing
'Hancurkan tebing'
- 32 *Nebalina maimawe pekagumi li,i paneghe.*
sekarang kami datang beritahu suara bicara
'Sekarang kami datang berbicara untuk memberitahukan informasi'
- 33 *Nai'i holuna pakode*
dia jadikan jantan
'Dia yang menjadikan lelaki pintar'
- 34 *Rawina mahailo*
Menciptakan jantan
'Menciptakan lelaki pintar'
- 35 *Takka nebalina maimawe*
tapi sekarang kami datang
'Tapi sekarang kami datang'
- 36 *Panga'adi nga'a,*
memberi makan
'Memberi makan'
- 37 *Pabenudi We'e*
memberi air
'Memberi minum'
- 38 *Bahemmi yawe maneilo wiwi deta*
karena mereka memberi pintar bibir di
'Karena mereka yang memberi bibir pintar berbicara'
- 39 *Mangane ate dana.*
pintar hati dalam
'Pintar dalam hati'
- 40 *Takka nebalina deiba manu*
tapi sekarang terima ayam
'Tetaapi sekarang terimalah persembahan ini'

- 41 *Lumugadi hidi arukupana wasu*
sampaikan mereka mematahkan kayu
'Sampaikan kepada mereka yang mematahkan kayu'
- 42 *Adeberana ngaba*
hancurkan tebing
'Hancurkan tebing'
- 43 *Deiba zapa nga 'ami,*
terimalah makanan ini
'Terimalah makanan ini'
- 44 *We'e pabenumi*
air minum
'Air minum'
- 45 *Nai'i holuna pakode*
dia menjadikan jantan
'Dia yang menjadikan lelaki pintar'
- 46 *Rawina mahailo*
menciptakan jantan
'Menciptakan lelaki pintar'
- 47 *Nati anami, umbu, waikami.*
ini anak, cucu, cece
'Ini anak cucu dan cece'
- 48 *Kiyanawe maneilo wiwi deta*
memberikan pintar bibir di
'Memberikan bibir yang pintar berbicara'
- 49 *Mangane ate dana*
pintar hati dalam
'Pintar dalam hati'
- 50 *Kipatoowe li'ima hemi ina weda ama weda*
dengarkan suara mereka mama tua, bapak tua
'Dengarkan permohonan kami oma dan opa'

DISKUSI HASIL

Dengan merujuk pada potret data di atas dalam bagian ini dapat dipaparkan dan dijelaskan karakteristik makna dan fungsi dalam tuturan upacara *Panga'adi Nga'a Pabenudi We'e* pada masyarakat Desa Lolo Wano.

Makna Yang Terkandung Dalam Tuturan Upacara Panga'adi Nga'a Pabenudi We'e Pada Masyarakat Desa Lolo Wano Kecamatan Tanarighu Kabupaten Sumba Barat

1. Makna Religius

Makna religius adalah sikap atau perilaku yang berkaitan dengan agama atau kepercayaan dalam suatu masyarakat. Hal ini berkaitan dengan penyembahan, pemujaan serta rasa syukur kepada roh leluhur. Masyarakat Desa Lolo Wano meyakini bahwa roh leluhur menjaga dan melindungi mereka dari segala bahaya, baik dari masalah kecil maupun masalah yang besar. Sejalan dengan pendapat Sarwono (2006) religius merupakan suatu kepercayaan terhadap kekuasaan suatu zat yang mengatur alam semesta ini. Dengan demikian maka penelitian ini ditemukan makna religius yang terdapat dalam upacara *Panga'adi Nga'a Pabenudi We'e*. Adapun kutipan yang mendukung adalah sebagai berikut:

1. *Deiba wiasa hemmi Ina weda, ama weda*
terima beras mereka mama tua bapak tua
'Terimalah beras ini oma dan opa'
2. *Kiaro sagadi hidi marapu tollu*
hadapan pergi mereka roh telur
'Mereka yang berhadapan kepada roh leluhur'
3. *marapu manu aniina mogona.*
roh ayam yang ada tinggi
'Roh yang berada di tempat yang tinggi'
- 12 *Tomagadi hidi holuna pakode,*
sampaikan mereka adakan jantan
'Sampaikan kepada mereka yang mengadakan orang pintar'
- 13 *Rawina mahailo.*
bikin jantan
'Yang menjadikan lelaki pintar'
- 14 *Niaka haige mangane ate dana*
hingga ada pintar hati dalam
'Sehingga pintar ada dalam hati'
- 15 *Niaka haige maneilo wiwi deta.*
hingga ada pintar bibir di
'Sehingga ada bibir pintar berbicara'
- 16 *Takka koka zagudi zapa nga'ada,*
sehingga besok berikan makanan
'Sehingga besok saya memberikan makanan'
- 17 *Zagudi we'e pabenuda*
berikan air minuman
'memberikan air minum'

Tuturan di atas merupakan ungkapan rasa syukur dan kepercayaan kepada roh leluhur, bahwa adanya kepintaran dalam hati dan bibir yang pintar berbicara itu semua berasal dari luar kehendak manusia, adanya kekuatan yang melebihi kemampuan manusia. Kemampuan dan kekuatan itu sendiri berasal dari sang pencipta dan campur tangan roh leluhur. Hal ini sejalan dengan kehidupan masyarakat Desa Lolo Wano bahwa dalam kehidupan sehari-hari mereka senantiasa menempatkan para leluhur sebagai yang terutama karena mereka meyakini bahwa hanya roh leluhur yang pantas menyampaikan pesan mereka kepada sang pencipta atau Tuhan. Sehubungan dengan itu sehingga di dalam melaksanakan sebuah kegiatan atau peristiwa sebelumnya mereka memohon izin dan kedatangan terlebih dahulu kepada roh leluhur lewat tuturan, untuk memohon menyampaikan pesan kepada sang pencipta yang telah memberikan nafas kehidupan dan akal budi.

2. Makna Kebersamaan

Makna kebersamaan merupakan sisi kehidupan yang penuh dengan rasa persatuan dalam ikatan persaudaran yang memberi arti dalam setiap aktivitas yang kita lakukan dalam kehidupan sehari-hari. Seperti yang kita ketahui bahwa manusia dalam proses pemenuhan kebutuhan hidupnya hanya bisa dilakukan melalui kerjasama dengan manusia lainnya. Manusia tidak mungkin sanggup memenuhi seluruh kebutuhan hidupnya tanpa bantuan orang lain. Hal ini dapat dilihat dengan kutipan sebagai berikut:

32 *Nebalina maimawe pekagumi li,i paneghe.*
 sekarang kami datang beritahu suara bicara
 ‘Sekarang kami datang berbicara untuk memberitahukan informasi’

1. *Kiaro sagadi hidi marapu tollu*
 hadapan pergi mereka roh telur
 ‘Mereka yang berhadapan kepada roh leluhur’

6 *Marapu manu aniina mogona.*
 roh ayam yang ada tinggi
 ‘Roh yang berada di tempat yang tinggi’

19 *Hina bama pekagumi li'i paneghe*
 begini kami sampaikan suara berbicara
 ‘Begini kami berbicara menyampaikan informasi’

20 *Bama bohogimi li'i kadauka*
 kami sampaikan suara bertutur
 ‘Kami sampaikan informasi’

21 *Hemi aro s'agadi hidi marapu tollu, marapu manu.*
 mereka berhadapan mereka roh telur, roh ayam
 ‘Mereka berbicara kepada roh leluhur’

22 *Kipatoowe li'ima hemi ina weda ama weda.*
 dengarkan suarakami, mereka mama tua, bapak tua
 ‘Dengarkan permohonan kami oma dan opa’

Kutipan di atas menggambarkan bahwa rasa persatuan dan kekeluargaan merupakan hal yang sangat penting dilakukan oleh setiap manusia. Setiap manusia sudah terlahir sebagai

mahluk sosial, yang selalu membutuhkan manusia lainnya, dalam kehidupan tidak ada satu manusia pun mengandalkan kemampuan sendiri tanpa membutuhkan orang lain. Dalam memenuhi kebutuhan-kebutuhan hidupnya, manusia selalu membina hubungan kerjasama dengan manusia lain. Oleh karena itu, tidaklah mengherankan jika dalam kehidupannya manusia cenderung mengelompok atau membentuk kelompok-kelompok sosial. Hal ini tercermin dalam kehidupan masyarakat Desa Lolo Wano dalam menjalankan relasi dalam kehidupan mereka selalu membutuhkan kerja sama atau gotong royong untuk dapat meringankan apa yang telah di kerjakan dan dapat lihat dalam upacara *Panga'adi Nga'a, Pabenudi We'e* masyarakat Desa Lolo Wano khususnya suku *we'e bongga* dari masing-masing rumah tangga membawakan satu sampai dua ekor ayam sebagai tanda ikatan dalam sebuah kekeluargaan yang tidak dapat dipisahkan yang berat sama –sama dipikul dan ringan sama-sama dijnjing itulah prinsip gotong royong masyarakat desa lolo wano.

3. Makna Budaya

Makna budaya merupakan suatu cara hidup yang berkembang dan dimiliki bersama oleh sebuah kelompok orang dan diwariskan dari generasi ke generasi berikutnya karena budaya terbentuk dari banyak unsur yang rumit, termasuk sistem agama, politik dan adat istiadat serta sudah melekat pada masyarakat Desa Lolo Wano, sejak dari zaman dahulu sampai sekarang. Dalam hal ini dapat dilihat pada kutipan di bawah ini:

- 1 *Deiba wiasa hemmi Ina weda, ama weda*
terima beras mereka mama tua bapak tua
'Terimalah beras ini oma dan opa'
- 3 *Madi'ina teppe andena lunna*
duduk tikar sandar bantal
'Duduk di tikar dan sandar lah di bantal'
- 5 *Kiaro sagadi hidi marapu tollu*
hadapan pergi mereka roh telur
'Mereka yang berhadapan kepada roh leluhur'
- 25 *Mahimi kimamana pamama*
datang makan sirih pinang
'Datang makan sirih dan pinang'
- 6 *Marapu manu aniina mogona.*
roh ayam yang ada tinggi
'Roh yang berada di tempat yang tinggi'
- 16 *Takka koka zagudi zapa nga'ada,*
sehingga besok berikan makanan
'Sehingga besok saya memberikan makanan'
- 17 *Zagudi we'e pabenuda*
berikan air minuman
'Memberikan air minum'

Data di atas menggambarkan bahwa salah satu tradisi yang dipertahankan oleh masyarakat Desa Lolo Wano adalah upacara *Panga'adi Nga'a, Pabenudi We'e*. Upacara *Panga'adi Nga'a, Pabenudi We'e* merupakan warisan dari nenek moyang yang sudah melekat dalam kehidupan masyarakat untuk memberikan makanan dan minuman kepada

roh leluhur. Ketua adat (*Rato*) adalah orang yang dinobatkan untuk memimpin jalannya upacara adat karena hanya dia yang dinobatkan untuk berbicara dengan roh leluhur, sebagai awal membuka sebuah doa atau tuturan terlebih dahulu menyiapkan alat dan bahan yang digunakan. Diantaranya ayam, tikar, tempat sirih, beras, air, sirih, pinang serta kapur. Alat dan bahan inilah yang digunakan dalam upacara- upacara adat lainnya dalam hal ini upacara *Panga'adi Nga'a, Pabenudi We'e*.

4. Makna Permohonan

Keberhasilan dalam kehidupan merupakan harapan manusia pada umumnya. Makna permohonan merupakan permintaan kepala suku atau *Rato* kepada roh leluhur untuk menyampaikan pesan mereka kepada sang pencipta dalam hal ini upacara adat *Panga'adi Nga'a, Pabenudi We'e*, adapun kutipan yang mendukung adalah sebagai berikut:

47 *Nati anami, umbu, waikami.*
ini anak, cucu, cece
'Ini anak cucu dan cece'

48 *Kiyanawe maneilo wiwi deta*
memberikan pintar bibir di
'Memberikan bibir yang pintar berbicara'

49 *Mangane ate dana*
pintar hati dalam
'Pintar dalam hati'

Dari data di atas menggambarkan bahwa masyarakat Desa Lolo Wano dalam melaksanakan upacara *Panga'adi Nga'a, Pabenudi We'e*, dalam hal ini ketua adat (*rato*) selalu memohon dan meminta kepada roh leluhur untuk senantiasa memberikan berkat, perlindungan dan akal budi yang cerdas kepada anak, cucu dan cece. Masyarakat desa Lolo Wano meyakini bahwa kata hati yang dalam dan akal budi yang cerdas serta bibir yang pintar berbicara semuanya itu berasal dari roh leluhur dan campur tangan Tuhan. Oleh karena itu upacara *Panga'adi Nga'a, Pabenudi We'e*, adalah hal yang wajib dilakukan setiap tahun sekali untuk memberikan makanan dan minuman kepada roh leluhur.

Fungsi Dalam Tuturan Upacara Panga'adi Nga' Pabenudi We'e Pada Masyarakat Desa Lolo Wano, Kecamatan Tana Righu, Kabupaten Sumba Barat

Setiap upacara yang dilaksanakan masyarakat Desa Lolo Wano tidak terjadi begitu saja tetapi memiliki fungsi- fungsi tertentu untuk kepentingan kehidupan masyarakat yang bersangkutan. Demikian pula upacara *Panga'adi Nga'a, Pabenudi We'e* yang dilaksanakan oleh masyarakat Desa Lolo Wano. Berdasarkan data yang diperoleh peneliti, dapat dianalisis bahwa upacara *Panga'adi Nga'a, Pabenudi We'e* memiliki beberapa fungsi sebagai mana analisis berikut ini :

1. Fungsi informasi

Fungsi informatif yaitu penggunaan bahasa untuk menyampaikan informasi, ilmu pengetahuan atau budaya kepada roh leluhur sejalan dengan pendapat Susanto Azhar (2013) menyatakan bahwa fungsi informasi merupakan suatu hasil pengelolaan data yang memberikan arti serta juga bermanfaat bagi penerimanya. Dalam hal ini dapat dilihat pada tuturan di bawah ini:

3 *Nebalina maimawe pekagumi li,i paneghe.*

sekarang kami datang beritahu informasi bicara
'Sekarang kami datang berbicara untuk memberitahukan informasi'

5. *Hina bama pekagumi li'i paneghe*
begini kami sampaikan suara berbicara
'Begini kami berbicara menyampaikan informasi'

6. *Bama bohogimi li'i kadauka*
kami sampaikan suara berbicara
'Kami sampaikan informasi'

Dari kutipan di atas menunjukkan bahwa dalam upacara *Panga'adi Nga' Pabenudi We'e* terdapat fungsi informasi dimana pihak *rato* sebelum melaksanakan upacara *Panga'adi Nga' Pabenudi We'e* terlebih dahulu memberikan informasi kepada roh leluhur, sehingga mereka menyiapkan diri dan menerima makanan dan minuman yang telah diberikan oleh masyarakat Desa Lolo Wano sebagai tanda ucapan syukur bahwa roh leluhur menjaga dan melindungi mereka dari berbagai aktifitas yang akan dilaksanakan.

2. Fungsi perlindungan

Dalam kehidupan masyarakat Desa Lolo Wano selalu memposisikan roh leluhur sebagai pertama dan utama dalam kehidupan mereka. Karena mereka percaya bahwa hanya kepada roh leluhur sajalah tempat memohon perlindungan agar setiap kegiatan atau upacara boleh berjalan dengan baik. Adapun kutipan yang mendukung adalah sebagai berikut:

11 *Malla bahida atipa li'i ki'i, atenda li'i kalada*
karena mereka tangkis suara kecil, tendang suara besar
'Karena mereka yang tangkis suara kecil dan tendang suara besar'

Dari data di atas menggambarkan bahwa Setiap individu bahkan setiap masyarakat, menginginkan kehidupan yang layak yakni sehat, selamat, sejahtera dan damai dengan sesama, baik sewaktu hidup ataupun sesudah kematian. Masyarakat Desa Lolo Wano meyakini bahwa roh leluhur menjaga dan melindungi mereka dari berbagai macam bahaya, hal ini dapat dilihat dari tuturan ini *Malla bahida atipa li'i ki'i, atenda li'i kalada* jika diterjemahkan secara lurus mempunyai arti karena mereka yang tangkis suara kecil dan tendang suara besar tuturan ini mengacu pada masalah yang datang atau yang dialami oleh manusia, baik itu masalah yang berat maupun yang ringan, jika ada masalah yang datang terlebih dahulu roh leluhur sudah menghalangnya sehingga tidak akan sampai pada manusia.

3. Fungsi Religius

Upacara *Panga'adi Nga' Pabenudi We'e* memiliki fungsi religius karena dalam upacara ini mengajarkan bagaimana manusia hidup harus mengakui akan adanya kuasa Tuhan yang melebihi segala-galanya yang telah memberikan nafas kehidupan dan akal budi yang cerdas. Hal ini dapat dilihat tuturan di bawah ini:

6 *marapu manu aniina mogona.*
roh ayam yang ada tinggi
'Roh yang berada di tempat yang tinggi'

12 *Tomagadi hidi holuna pakode,*
 sampaikan mereka adakan jantan
 ‘Sampaikan kepada mereka yang mengadakan orang pintar’

Rawina mahailo.
 bikin jantan
 ‘Yang menjadikan lelaki pintar’

Dari data di atas menggambarkan bahwa upacara *Panga’adi Nga’ Pabenudi We’e* memiliki fungsi religius karena di sini berperan membentuk kepribadian manusia dan mengakui adanya Tuhan yang memberi segala-galanya dan tidak terlepas akan campur tangan arwah nenek moyang. Pada akhirnya proses tersebut sistem gagasan, tindakan dan hasil karya manusia disinilah kebudayaan sebagai hasil pembelajaran manusia dengan alam. Alam telah mendidik manusia melalui situasi tertentu yang memicu akal budi manusia untuk mengolah keadaan menjadi sesuatu yang berguna.

4. Fungsi sosial

Fungsi sosial merupakan sebuah hubungan timbal balik baik antara posisi-posisi sosial dan antara peranan-peranan sosial serta dapat pula dimaknai sebagai sebuah tatanan sosial dalam kehidupan masyarakat (Soerjono, Soekanto 2012) sejalan dengan itu dalam Upacara *Panga’adi Nga’ Pabenudi We’e* terdapat fungsi sosial dan dapat dilihat pada masyarakat Desa Lolo Wano yang saling membutuhkan kerja sama dengan orang lain terutama untuk memenuhi kebutuhan hidupnya memerlukan hubungan yang sifatnya bersahabat atau berteman dengan orang lain berdasarkan rasa senang tidak atas dasar paksaan atau bermusuhan. Adapun tuturan yang mendukung akan fungsi ini adalah sebagai berikut:

3 *Nebalina maimawe pekagumi li,i paneghe.*
 sekarang kami datang beritahu suara bicara
 ‘Sekarang kami datang berbicara untuk memberitahukan informasi’

26 *Netina malena mapekabagumi li’i panehe*
 tadi malam memberitahukan suara berbicara
 ‘Tadi malam kami sudah memberitahukan informasi’

19 *Hina bama pekagumi li’i paneghe*
 begini kami sampaikan suara berbicara
 ‘Begini kami berbicara menyampaikan informasi’

20 *Bama bohogimi li’i kadauka*
 kami sampaikan suara bertutur
 ‘Kami sampaikan informasi’

Dari data di atas menjelaskan bahwa dalam melaksanakan upacara *Panga’adi Nga’ Pabenudi We’e* tidak hanya secara individu tetapi melibatkan masyarakat khususnya suku *we’e bongga*, dari masing rumah tangga membawa ayam, beras gula kopi, sirih, pinang dan barang lain-nya ini menunjukkan bahwa kebersamaan atau kemasyarakatan masi dijunjung tinggi karena masyarakat adalah makhluk yang sosial yang senantiasa membutuhkan kerja sama dari oranglain sehingga kebutuhan hidup bisa terpenuhi.

5. Fungsi budaya

Kebudayaan memiliki fungsi yang besar bagi manusia dan masyarakat, karena kekuatan yang harus dihadapi oleh masyarakat dan anggota-anggotanya (misalnya kekuatan alam). Sejalan dengan pandangan Endraswara(2009:128-130) sebuah wacana lisan dapat mengemban fungsi kebudayaan. Dalam hal ini terdapat fungsi budaya pada masyarakat Desa Lolo Wano yang percaya akan kekuatan alam, adapun tuturan nya adalah sebagai berikut:

9 *Koka batoma dukidi hidi adeberana ngaba*
besok tibah sampai mereka hancurkan tebing
'Besok akan tiba terhadap mereka yang menghancurkan tebing'

10 *Munnu nia arukupana wasu moro.*
dan dia mematahkan kayu biru
'Dan dia yang mematahkan kayu yang hidup'

Dari data di atas menafsirkan bahwa Masyarakat Desa Lolo Wano percaya bahwa adanya kekuatan alam yang bisa menghancurkan tebing dan mematahkan kayu yang hidup yang melebihi kemampuan manusia, kekuatan alam itu sendiri berasal dari petir atau disebut juga dengan guntur. Masyarakat desa Lolo Wano percaya bahwa petir berfungsi melindungi mereka dari berbagai persoalan yang datang dan petir itu adalah roh yang naik ke tempat yang tinggi untuk menyampaikan pesan kepada sang pencipta atau Tuhan. Petir dapat disebut juga dengan istilah *Kalada Ngada* yang artinya mulut yang besar, ini menunjukkan bahwa suara sang petir bisa di dengar oleh semua orang dan terlebih khususnya masyarakat Desa Lolo Wano bunyi petir pertanda bahwa musim hujan telah datang.

PENUTUP

Simpulan

Berdasarkan hasil penelitian dan pembahasan yang telah dipaparkan di atas, maka penulis dapat menyimpulkan bahwa makna dan fungsi yang terkandung dalam upacara *Panga'adi Nga' Pabenudi We'e* pada masyarakat Desa Lolo Wano Kecamatan Tana Righu Kabupaten Sumba Barat adalah sebagai yakni Makna Religius, Makna Permohonan dan Makna Budaya. Sedangkan fungsi yakni: Fungsi Informasi, Fungsi perlindungan, Fungsi Religius, Fungsi sosial dan Fungsi Budaya.

Saran

Berdasarkan simpulan di atas, maka penulis dapat menyarankan hal-hal sebagai berikut:

1. Hasil budaya yang telah lahir dalam kehidupan masyarakat Desa Lolo Wano Kecamatan Tana Righu Kabupaten Sumba Barat agar tetap dikembangkan secara terus menerus agar budaya tersebut tidak punah atau hilang.
2. Bagi tokoh-tokoh adat masyarakat Desa Lolo Wano agar tetap mempertahankan dan melestarikan budaya upacara *Panga'adi Nga' Pabenudi We'e* sehingga bisa diteruskan oleh generasi muda ke generasi berikutnya.
3. Bagi pemerintah Kabupaten Sumba Barat pada umumnya agar tetap mendukung dan melestarikan upacara *Panga'adi Nga' Pabenudi We'e* dan dijadikan sebagai salah acuan untuk pembelajaran dalam kehidupan.
4. Bagi masyarakat Desa Lolo Wano pada agar tetap memaknai dan memahami fungsi budaya upacara *Panga'adi Nga' Pabenudi We'e*.

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A STUDY ON POLYSEMY OF THE LAMAHOT LANGUAGE IN WEST SOLOR DIALECT

Yohanes Paulus Surya Hayon

ABSTRACT

This study which entitles A Study on Polysemy of the Lamahot Language in West Solor Dialect investigated a phenomenon of a Lamahot word having multiple related meanings, found in West Solor dialect. Two essential problems, waiting to be solved in this study, are about the kinds of the polysemy and the way how the meanings of the polysemous word associate with one another. Answering the problems, this study utilized qualitative research method to collect data by doing in- depth interview with several native informants. Then the collecting data were classified by using the divisions' namely systematic and unsystematic polysemy to categorize them into polysemes. Therefore, the finding polysemes were examined by applying meaning relation design, offered from the writer including terms metonymic and metaphoric transfer to find the way of the meanings' relation. The design itself is compared with radial network analysis by Geeraerts (2010) as a basic theory plus some additional thoughts from other experts that relate to this study. Consequently, this study resulted several tested polysemes such as Wulan, Kebako, Manuk, Lango, and Bala.

Keywords: *Polysemy, Lamahot Language, Meaning Relation Design*

INTRODUCTION

Polysemy, a phenomenon of a word having multiple related meanings (Yule: 2006), plausibly occurs in almost all languages either international, national or local. English, as an international language, has a case of polysemy in a word **bank** which has at least three different meanings but connected to one another. The three various-related meanings are as a monetary institution (*The Bank of Indonesia has its interest yesterday*), as a building of the monetary institution (*The Bank of Indonesia is located on Jln. Soeharto*), and a keeper of money at gaming table (*Marie became the bank of a monopoly game*). Besides in English, there are also polysemous information happening in Indonesian. One of them that is necessary explained, is a word **bulan**. This word has some different, but believable-related meanings. For example, in a sentence (*Bulan bersinar terang di langit malam*), the lexeme is denoted to show meaning of moon. Then, the word is intended to month in sentence (*Kami pergi ke Jakarta dua bulan lalu*). The word can also be meant as menstruation in string of words (*Marie sedang datang bulan*). The polysemy event also takes place in Lamahot language that is spoken by Lamahot people who live in East Flores and its near islands considering Adonara, Solor, half of Lembata Island, East Nusa Tenggara province, Indonesia (Bisht and Bankoti: 2004; Abels: 2011). A fact about the polysemy in Lamahot language whose several dialects in it including West Solor dialect, is a word **manuk** that means chicken as a domestic fowl, chicken as a food and a flying activity on sort of fish.

Related to those phenomena above, there were some former experts whom have examined cases of polysemy. At first, Falkum (2011) analyzed about polysemy paradox by using pragmatic account of polysemy within the framework of Sperber and Wilson's relevance theory. The analysis resulted particular explanation about polysemy from the side of pragmatics and semantics and the evidence about metonymy that is useful for expanding meanings in systematic polysemy. Next, Zawada (2005) analyzed about intercategorical polysemy by using various theoretical models that have been proposed to account for intercategorical polysemy, namely the representational-derivational model, the network-activation model, as well as the theory of conceptual integration (also called blending). That

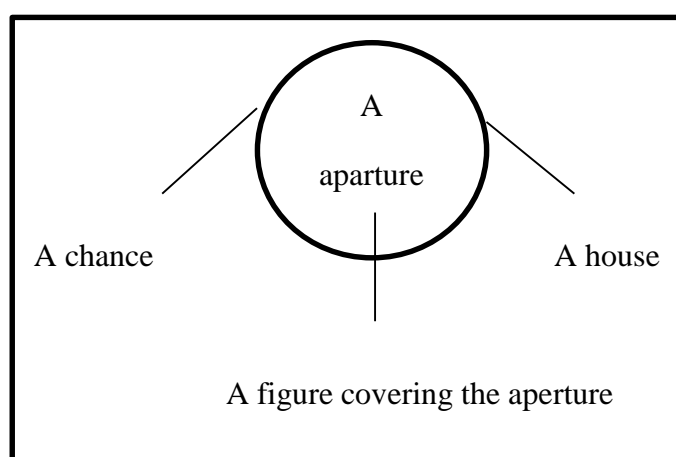
Zawada's study ensued the proposed continuum of semantic classes which explains about the differences between polysemy, homonymy, also vagueness; and the model of multiplying meanings by using radial network of the senses that is useful for expanding meanings in polysemy entirely. Based on those thoughts, it seems interesting to achieve an investigation in Lamaholot language. So, the writer composed a paper namely "*A Study on Polysemy of the Lamaholot Language in West Solor Dialect.*"

METHOD

This study utilized qualitative research method to collect data by doing in-depth interview with several native informants. Then the collecting data were classified by using the divisions' namely systematic and unsystematic polysemy to categorize them into polysemes (Murphy and Koskela: 2010). Therefore, the finding polysemes were examined by applying meaning relation design, offered from the writer including terms metonymic and metaphoric transfer to find the way of the meanings' relation. The design itself is compared with radial network analysis by Geeraerts (2010) as a basic theory plus some additional thoughts from other experts that relate to this study.

Fig. 1

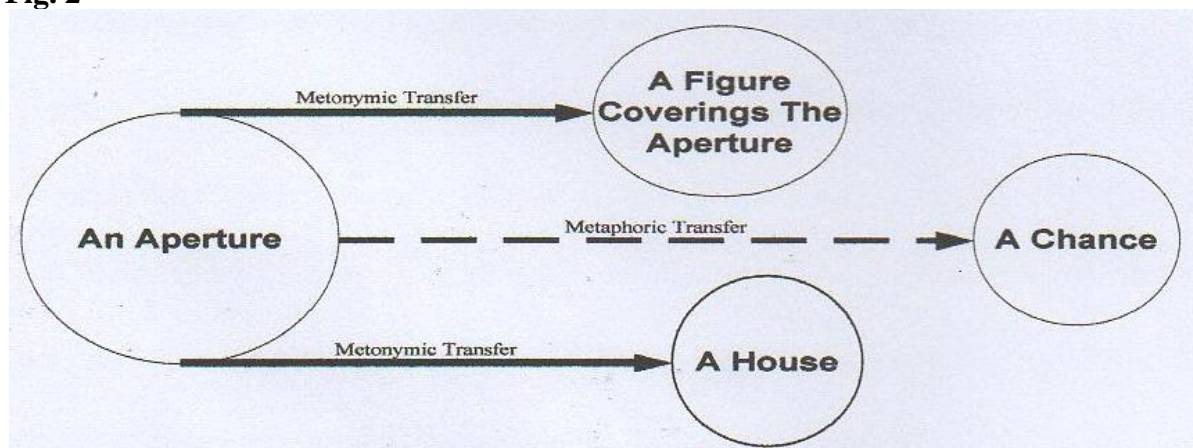
This is the radial networks analysis of a word door (Geeraerts, 2010: 195; Zawada, 2005: 130).



Based on the figure, the meanings (a figure coverings the aperture, a house, a chance) extend from a basic meaning (an aperture as the entrance and exit of a building or a house). (A figure coverings the aperture) and (a house) are from metonymy which is defined as "the replacement of an expression by a factually related term" (Bussman, 1996: 746) and (a chance) is from metaphor which is labeled as "the transference based on resemblance" (Bussman, 1996: 744). The metonymy duplicates the name from the basic meaning with the viewpoints such as a container—contents relation; a whole—part relation or a representative—symbol relationship based on contiguity. Furthermore, metaphor transforms the basic meaning into a new meaning based on the similarities (Yule, 2006; McCarthy & O'Dell, 2005). As a result, the meanings of polysemy broaden by using metonymic and metaphoric transfer anchored in the transformations.

In comparison with Fig. 1, the writer tried to formulate a meaning relation design based on the understanding of the explanation above. The result is clearly pictured in the following

Fig. 2



This chart informs that metonymic transfer extends two related meanings (a figure & a house) from the basic meaning (an aperture). A figure is extended based on a container-content relation, while a house is extended based on a whole-part relation. Thus, metaphoric transfer extends a related meaning (a chance) from the basic meaning (an aperture) based on the similarity.

DISCUSSION

There are several gathered data about polysemy of the Lamaholot language found in West Solor dialect. The assembled data of the polysemy such as the word *wulan*, *kebako*, etc., are categorized into two kinds, namely systematic and unsystematic polysemy. The classifications of the polysemy are in the following.

Systematic Polysemy

In systematic polysemy, according to Murphy and Koskela (2010: 123), the relation of senses is predictable in that any word of a particular semantic class has the same variety of meanings. The similarities are measured by metonymy with the viewpoints such as a container-contents relation; a whole-part relation or a representative-symbol relationship (Yule, 2006: 108). These are the crucial points in order to organize the finding data into the systematic polysemy. The data of regular polysemy based on the viewpoints are in the subsequent.

- *Wulan* “moon, month”

<i>Wulan</i> gere kae		
Wulan	Gere	kae
Moon	Rise	have
<i>Moon</i> has risen		

Goe kai Larantuka <i>wulan</i> waik ia					
Goe	kai	Larantuka	Wulan	waik	ia
I	go	Larantuka	Month	another	ago
I went to Larantuka a <i>month</i> ago					

The same variety between the meaning of moon and month in the word *wulan* is measured by a container-contents relation, because the month belongs to the container of days in which a periodic-rotary motion of the moon happening around the earth. Rooted in the relation, the meaning moon and month in the word *wulan* are metonymically connected to one another. It

means that the connection of meanings found in the word *wulan* is essentially based on contiguity.

- Kebako ‘tobacco plant, dried tobacco leaf, cigarette’

Kebako tawa hala di Solor				
Kebako	tawa	hala	Di	Solor
tobacco plant	grow	not	In	Solor
Tobacco plant does not grow in Solor				

Kame hope kebako di wule				
Kame	hope	kebako	Di	wule
We	buy	dried tobacco leaf	In	pasar
We bought dried tobacco leaf at market				

Nae isek kebako		
Nae	Isek	kebako
He	Smoke	cigarette
He smokes the cigarette		

The same multiplicity between the meaning of tobacco plant, dried tobacco leaf, and cigarette in the word *kebako* is connected by a container-contents relation. It is caused by the dried tobacco leaf is the result of tobacco plant and generally the content of the cigarette. Derived from this connection, the sense tobacco plant, dried tobacco leaf and cigarette in the word *kebako* are related in metonymy. It means that the relation of meanings found in the word *kebako* is essentially based on contiguity.

- Manuk “chicken (fowl), chicken (meat), flying (on sort of fish)”

Manuk goen telo		
Manuk	Goen	telo
chicken (fowl)	My	three
I have three chickens		

Wia rae rekan manuk			
Wia	rae	Rekan	manuk
Yesterday	they	(they) eat	chicken (meat)
They ate chicken yesterday			

Neku kame lenge ika manuk				
Neku	kame	lenge	ika	manuk
just now	we	see	fish	flying
We saw the flying fish a moment ago				

The word *manuk* expresses three dissimilar senses such as chicken (fowl), chicken (meat), and flying (on sort of fish). The relation of those meanings is measured by a whole-part relation and a representative-symbol relationship. The chicken (meat) is the part of the chicken (fowl). And the word *manuk* is used as a symbol to represent the meaning flying (on sort of fish), due to the flying activity is only achieved by the fowl including chicken. In conclusion, the senses as chicken (fowl), chicken meat, and flying (on sort of fish) in the word *manuk* are metonymically related, because the relation of meanings found in the word *manuk* is fundamentally based on contiguity.

- Lango “home, house”

Goe balik lango weti			
Goe	Balik	Lango	weti
I	Back	Home	have/has not
I have not been at home			

Lango moen belen		
Lango	Moen	belen
House	Your	big
Your house is big		

The word *lango* can mean as the home or the house. These two senses are different but related as a result of a whole-part relation. The house is the important part of home. Based on this connected line, it can be concluded that the meanings of home and house in the word *lango* are metonymically related to each other. It means that the relation of meanings found in the word *lango* is essentially based on contiguity.

Seeing as these tests of the several examples concerning the systematic polysemy above, it can be concluded that systematic or regular polysemy is a polyseme which has different-related meanings measured by metonymy and its meaning extension is, however, connected in the factual meaning domain.

In addition, the analysis regarding to systematic polysemy with the examples in Lamaholot language, there will also be a discussion about unsystematic polysemy. The explanation concerning the unsystematic polysemy is in the following.

Unsystematic Polysemy

Unsystematic polysemy can be simply defined as polysemy in which its meanings are extended at random (Murphy and Koskela, 2010: 123). The senses are semantically related but are not a larger pattern, as a consequence of broadening figuratively. For that reason, the relation between senses in unsystematic polysemy can purely be measured by metaphor with similarities between senses as its viewpoint (McCarthy & O'Dell, 2005).

The clearly-figurative meaning of the unsystematic Lamaholot polysemes is detected in the form of phrases, not by a single word. The examples of the phrases are in the following.

- Wulan 'moon'

Lera Wulan	
Lera	Wulan
Sun	Moon
God	

A phrase Lera *Wulan* literally means the sun and the moon. However, for the Lamaholot people, the phrase can metaphorically mean as God. Some similarities between those meanings are located on the place where they belong, namely sky; and the meanings, either literal or metaphorical, reconcile on term ‘the boss’. The sun as the keeper of day and the moon as the night guardian, imply the God as the Almighty. So, it can be concluded that the phrase Lera *Wulan* metaphorically means God.

- Manuk 'chicken (fowl)'

Ika <i>Manuk</i>	
Ika	Manuk
Fish	chicken (fowl)
<i>Culturally Paired</i>	

A phrase Ika *Manuk* is purely meant the fish and the chicken. For the Lamaholot people, it can be clearly denoted to the flying fish. Moreover, the phrase also contains the implied sense called culturally paired. Any similarity compatible with this implied sense and the pure meanings, is about synchronization. The synchronization is obviously pictured in a Lamaholot cultural wedding. Within the ethnic marriage ceremony, the family of bridegroom brings several chickens and then the bride relatives reply by giving fish. As of this harmonized delivery in the marriage ceremony, the phrase Ika *Manuk* is metaphorically applied to denote culturally paired among two some in the Lamaholot community.

- Lango 'house'

Gere <i>Lango</i>	
Gere	Lango
Raise	House
<i>Demand a Responsibility For Being Married</i>	

An expression Gere *Lango* means come in the house as its straight sense. Conversely, according to the Lamaholot people who live in West Solor sub-district, the expression can be implicitly denoted to demand a responsibility for being married. Any similar side related to the straight meaning and the implicit one is established on the responsibility. A house is responsibly built for protecting the people who dwell in. This view, for the Lamaholot people, is used to indicate a girl who needs the responsibility for being married by her boyfriend. And the responsibility is exactly found in his house. So, the expression Gere *Lango* is the special term for a girl who asks the responsibility from her boyfriend. Based on those explanations related to the expression, it can be assumed that Gere *Lango* metaphorically means demand a responsibility for being married.

- Bala 'ivory'

Witi <i>Bala</i>	
Witi	Bala
Goat	Ivory
<i>Bride Price</i>	

A phrase Witi *Bala* can be directly denoted to the goat and the ivory. In the Lamaholot culture, it is also figuratively interpreted as bride price. This occurs because of a similarity between the direct and the figurative meaning. The similar side is about a quality of the value. In the Lamaholot engagement ceremony, the family of gentleman carries a goat with its unique horns and a long chest-handed ivory in appropriate with the collective appointments to show the respect for the woman family. The goat with its unique horns and the long chest-handed ivory are priced very expensive and difficult to get. These qualities of the value are applied as bride prices for the sake of getting the girl in Lamaholot culture. So, it can be concluded that the phrase Witi *Bala* is metaphorically referred to the bride price.

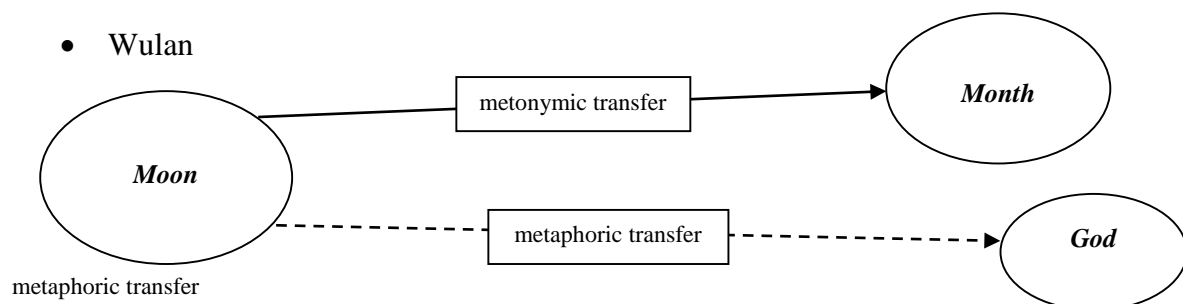
After having done these tests of the several examples concerning to the unsystematic polysemy above, it can entirely be assumed that the unsystematic or irregular polysemy is a

polyseme which has figurative meanings measured by metaphor and its meaning extension is, however, connected to the implicit meaning domain.

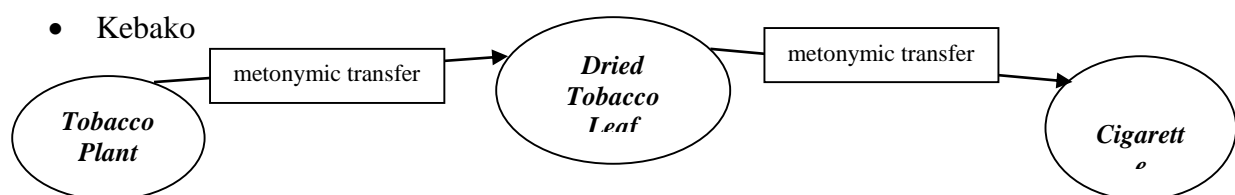
Besides the analysis on the systematic and unsystematic polysemy of the Lamaholot language in West Solor, there will also be an explanation about meaning relation models for the gathered data in the following.

Meaning Relation Design

Meaning relation design is a technique for analyzing the relation of polysemous meanings in the form of prototype. This model is equivalent with the radial networks model proposed by Geeraerts (2010). However, the meaning relation models use metonymic and metaphoric transfer. Metonymic transfer is a meaning transference by using metonymy based on contiguity and this transfer happens in the systematic polysemy. While metaphoric transfer is a sense change via metaphor based on similarity and the transfer works in the unsystematic polysemy. The examples of meaning relation models consistent with the polysemy of the Lamaholot language in West Solor Dialect are in the following.

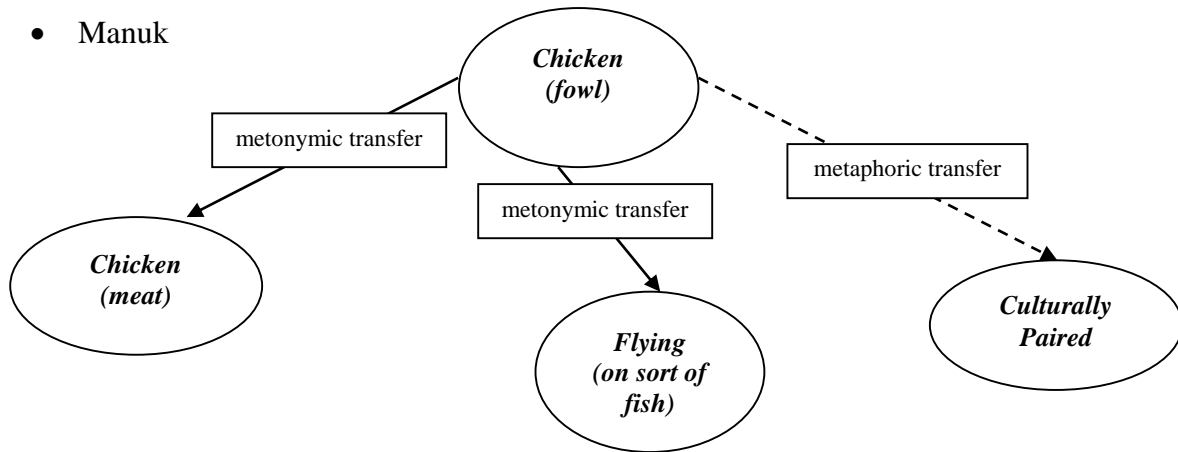


In Lamaholot language, the word *wulan* has three senses. They are the moon as a basic sense with two extended meanings as month and God (*Lera Wulan*). The month is extended from the basic sense using metonymic transfer based on a container-contents relation. The God, as the implicit meaning of the phrase *Lera Wulan*, is broadened from the core sense using metaphoric transfer based on the location and the power of control. So, it can be said that the word *wulan* is a polysemous word of the Lamaholot language in West Solor dialect.



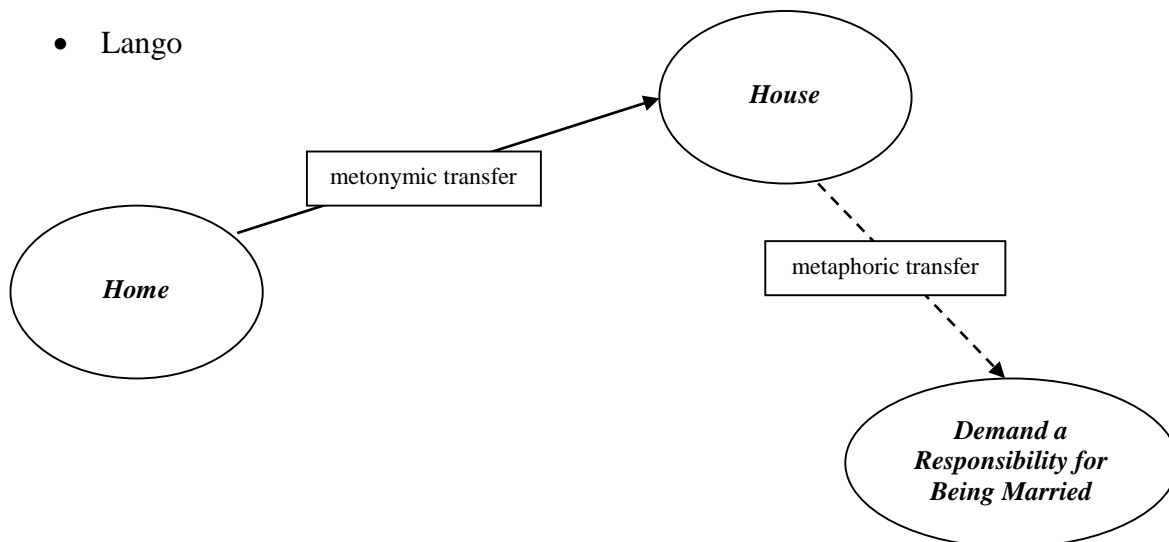
Kebako, a word of the Lamaholot language, contains three meanings. The meanings are different but related to one another. The relation is clearly pictured in which the meaning dried tobacco leaf is connected to the basic meaning tobacco plant by metonymic transfer based on a whole-part relation, as well as related to the meaning cigarette using metonymic line derived from a container-contents relation. Thus, the relation shows that the word *kebako* can be stated as a polysemy of the Lamaholot language in West Solor dialect.

- Manuk



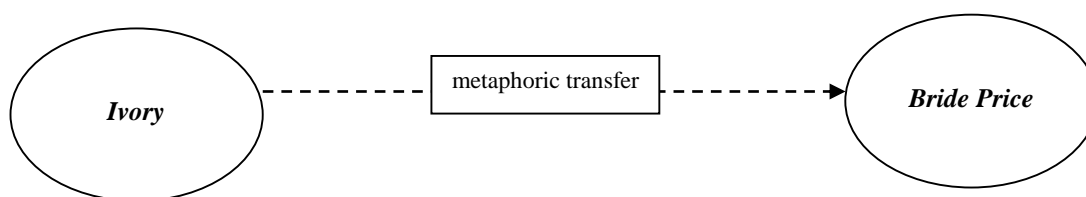
This model enlightens that the word *manuk* has four different-related senses. The senses like chicken (fowl) as a basic meaning as well as chicken meat, flying, also culturally paired in the idiom *ika manuk* are connected by metaphoric and metonymic transfer. The chicken meat is associated with the basic meaning based on a whole-part relation. While, flying (on sort of fish) is linked to the core sense based on a representative-symbol relationship. Conversely, the meaning culturally paired is associated with the core meaning by metaphoric transfer in a view of synchronization. Accordingly, the word *manuk* is recognized to become a polysemy of the Lamaholot language in West Solor dialect.

- Lango



The word *lango* contains three essences. The essences are home, house, and demand a responsibility in phrase *gere lango*. The essences, though seem different, are linked to each other. It is because of the home, as a core essence of this word, correlates to the house by metonymic transfer in the view of a whole-part relation. While, the demand a responsibility is correlated to the house by metaphoric line in the view of the similarity of responsibility. As a conclusion, it can be said that the word *tango* is a polysemous word of the Lamaholot language in West Solor dialect.

- Bala



The word *bala*, intended for the Lamaholot language, encompasses two meanings such as ivory and bride price (witi *bala*). The meanings seem dissimilar but connected in the line of relation. The ivory, as a basic sense of this word *bala*, connects to the figurative meaning bride price by the string of metaphor based on the quality of value as the meanings' similarity. In conclusion, *bala* can be pointed out as a polysemy of the Lamaholot language in West Solor dialect.

CONCLUSIONS

It can be concluded a number of important points in this study. At first, a phenomenon in which a word having multiple related meanings called polysemy is happening towards almost all languages; either English, Indonesian or also Lamaholot language. Secondly, Lamaholot language which is spoken in the East Flores as well as its neighboring islands (Adonara, Lembata, and Solor); has many dialects including West Solor dialect. Thirdly, polysemy is divided into the systematic and unsystematic polysemy; also analyzed by the meaning relation design to have the real polysemy of the Lamaholot language in West Solor dialect. As a result, there are several tested polysemes of the Lamaholot language found in West Solor dialect such as Wulan, Kayo, Kebako, Wata, Manuk, Tuak, Lango, and Bala.

Before closing the explanation concerning to this paper, it can be suggested some notable points that are stated in the following. Firstly, this paper may be as a reference for the readers who need to know the polysemy of the Lamaholot language in West Solor dialect. Then, it might also be as a reference for researchers who want to do research related to semantics, especially concerning to polysemy. Hopefully, it might enrich the knowledge of linguistics, particularly to the semantic sciences and be an inspiration for next researchers to create some unexpected researches, related to linguistic sciences.

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BIODATA

Yohanes Paulus Surya Hayon, S.S. is a graduate student of English Education Program Nusa Cendana University 2019. He is currently interested in listening to music, playing chess and studying new ways to improve English skills. He is just a human who always puts trust of life in God's way.

BAHASA INDONESIA RAGAM NTT: MAKNA YANG TERTUKAR

Hendrikus Jehane
FKIP Universitas Nusa Cendana

ABSTRAK

Provinsi Nusa Tenggara Timur memiliki banyak suku dan setiap suku memiliki bahasa daerahnya masing-masing. Masyarakat dari berbagai macam suku itu hidup berbaur, terutama di kota Kupang sebagai ibukota Provinsi NTT. Dalam berinteraksi antarkelompok, masyarakat NTT menggunakan bahasa Indonesia karena tidak ada satu pun bahasa daerah yang bisa dijadikan sebagai *lingua franca*. Namun bahasa Indonesia yang digunakan dalam pergaulan sehari-hari di NTT berbeda dengan bahasa Indonesia ragam baku lisan dan bahasa Indonesia yang digunakan di daerah lain karena dipengaruhi baha-bahasa daerah. Dari sudut pandang pertumbuhan dan perkembangan bahasa Indonesia, bahasa Indonesia yang digunakan oleh masyarakat NTT dalam pergaulan sehari-hari adalah salah satu ragam bahasa Indonesia. Ragam itu disebut ragam daerah. Ragam daerah adalah ragam bahasa Indonesia yang digunakan oleh kelompok masyarakat di daerah tertentu yang telah mengalami pengaruh bahasa daerah. Peristiwa kebahasaan seperti ini terjadi pada perkembangan bahasa Indonesia di daerah-daerah seluruh Indonesia, termasuk NTT. Salah satu keunikan bahasa Indonesia ragam NTT adalah pilihan kata atau ungkapan yang maknanya cenderung berbeda bahkan berlawanan dengan makna bahasa Indonesia baku. Kata-kata atau ungkapan yang maknanya berlawanan dengan makna kata bahasa Indonesia baku inilah yang penulis sebut ‘makna yang tertukar’.

Kata Kunci: *Bahasa Indonesia Ragam NTT, Bahasa Indonesia Baku, Kontak Bahasa, Ameliorasi, Makna Yang Tertukar*

PENDAHULUAN

Latar Belakang

Sudah menjadi pengetahuan umum bahwa negara Indonesia yang terbentang dari Sabang sampai Merauke terdiri atas ribuan pulau, ratusan suku, dan ratusan bahasa daerah. Provinsi Nusa Tenggara Timur (NTT) memiliki luas wilayah : 48.718, 10 km² (BPS 2017), terdiri atas 1.192 pulau (yang sudah punya nama 427 pulau, yang belum punya nama 765 pulau (<http://www.nomor.net>). Jumlah penduduk NTT tahun 2018 sebanyak 5,51 juta jiwa (databoks.katadata.co.id). Hasil survei tim peneliti Summer Institut of Linguistics (SIL) 1997, Bahasa-Bahasa daerah di NTT berjumlah 61 Bahasa.

- (1) Flores dan Lembata : 28 Bahasa
- (2) Alor : 17 Bahasa
- (3) Sumba dan Sawu : 9 Bahasa
- (4) Timor : 7 Bahasa (tidak termasuk Timor Leste)

Menurut badan Bahasa Kemdikbud yang dirilis 28 Februari 2018, jumlah Bahasa daerah di Nusa Tenggara Timur sebanyak 68 bahasa. Salah satu bahasa yang hidup di NTT adalah bahasa Melayu Kupang. Bahasa Melayu Kupang digunakan oleh masyarakat kota Kupang dan sekitarnya. Jauh sebelum bahasa Indonesia ditetapkan sebagai bahasa nasional pada tanggal 28 Oktober 1928, bahasa Melayu Kupang sudah menjadi bahasa pergaulan di Timor bagian barat. Hal ini terjadi karena letaknya yang strategis sebagai pelabuhan tempat berdagang dan sekaligus sebagai pusat pemerintahan sejak zaman penjajahan Belanda hingga dewasa ini. Dalam perjalanan sejarahnya, bahasa Melayu berinteraksi dengan bahasa-bahasa daerah yang sudah ada di Pulau Timor dan sekitarnya, seperti: bahasa Helong, bahasa Dawan, bahasa Rote, dan bahasa Sabu. Kemudian bahasa Melayu berinteraksi dengan bahasa bahasa

Portugis dan Bahasa Belanda. Hal ini terbukti dari banyaknya kosa kata bahasa Portugis dan bahasa Belanda dalam bahasa Melayu Kupang.

Sejak Indonesia merdeka, bahasa Indonesia wajib di gunakan di dunia pendidikan, kantor pemerintahan, di lembaga agama. Sejak saat itu bahasa Melayu berinteraksi dengan bahasa Indonesia. Dalam perjalanan selanjutnya, sejak terbentuknya Provinsi NTT pada tahun 1958, kota Kupang ditetapkan sebagai ibukotanya. Seiring dengan itu, mengalirlah orang-orang dari suku-suku lain dari pulau-pulau di NTT ke kota Kupang dengan membawa bahasa dan kebudayaannya masing-masing. Bahkan orang-orang dari luar NTT, seperti orang dari suku Jawa, Bugis, dan lain-lain yang juga membawa bahasa dan kebudayaannya masing-masing. Maka kota Kupang menjadi kota multi etnik dan multi bahasa. Kehadiran orang-orang dari berbagai suku dengan latar belakang bahasa yang berbeda-beda membutuh satu bahasa pergaulan yang bisa dipahami oleh semua orang. Bahasa yang digunakan adalah bahasa Indonesia. Bahasa Indonesia yang digunakan tidak terlepas dari pengaruh bahasa Melayu Kupang dan bahasa daerah masing-masing. Maka lahirlah bahasa Indonesia ragam Kupang, yaitu bahasa Indonesia yang struktur kalimat, bentuk kata, fonologis, dan kosa katanya merupakan perpaduan antara bahasa Indonesia dengan bahasa Melayu Kupang dan bahasa-bahasa daerah di NTT.

Dalam perkembangan selanjutnya bahasa Indonesia ragam Kupang berkembang luas ke seluruh wilayah NTT karena dibawa oleh orang-orang, terutama mahasiswa, yang selama bertahun-tahun menempuh pendidikan di kota Kupang kembali ke kampung halaman masing-masing. Berdasarkan fakta inilah, penulis berani menyatakan bahwa bahasa pergaulan yang digunakan oleh masyarakat NTT adalah bahasa Indonesia Ragam NTT. Penulis menyadari, klaim ini bisa diperdebatkan, mengingat sebagian orang berpandangan bahwa bahasa yang digunakan di kota Kupang dan sekitarnya adalah bahasa Melayu Kupang.

Dari sudut pandang pertumbuhan dan perkembangan bahasa Indonesia, bahasa Indonesia juga memiliki beberapa ragam:

Pertama adalah ragam bahasa Indonesia baku. Ragam baku berfungsi sebagai kerangka acuan atau *frame of reference* dalam pemakaian bahasa Indonesia yang benar. Ragam baku ini merupakan ragam standar yang digunakan dalam bidang IPTEKS, pemerintahan, dan pendidikan. Menurut Sumarsono, dkk. (2002: 31) ragam baku dapat kita bedakan antara baku lisan (RBL) dan ragam baku tulis (RBT): Dapat dipahami, RBT lebih mudah diidentifikasi karena relatif lebih stabil dari pada RBL. RBL lebih kurang stabil karena lafal itu seolah "berayun", sehingga kita sukar menentukan "titik" yang pasti. Ini juga menyarankan, ada variasi lain dalam RBL. Ciri-ciri Bahasa Indonesia Baku: 1) Ragam bahasa standar memiliki sifat kemantapan dinamis, yang berupa kaidah dan aturan yang tetap; 2) Ciri kedua yang menandai bahasa baku ialah sifat kecendekiaan; dan 3) Baku atau standar berpraaanggapan adanya keseragaman; proses pembakuan sampai taraf tertentu berarti proses penyeragaman kaidah, bukan penyamaan ragam bahasa, atau penyeragaman variasi bahasa (Moeliono, 1984: 31; Moeliono dan Soendjono, Ed., 1997: 13).

Kedua, ragam menurut golongan penutur bahasa dan ragam menurut jenis pemakaian bahasa. Kita akan melihat bahwa ragam-ragam itu bertautan. Ragam yang ditinjau dari sudut pandangan penutur dapat diperinci menurut patokan (1) daerah, (2) pendidikan, dan (3) sikap penutur (Moeliono dan Soenjono, Ed. 1997:3). Ragam bahasa menurut jenis pemakaiannya dapat diperinci sebagai berikut: (1) ragam dari sudut pandangan bidang atau

pokok persoalan; (2) ragam menurut sarananya; dan (3) ragam yang mengalami gangguan pencampuran (Moeliono dan Soenjono, Ed. 1997:5).

Ragam bahasa Indonesia yang menjadi fokus penelitian ini adalah ragam daerah. Ragam daerah adalah ragam bahasa Indonesia yang digunakan oleh kelompok masyarakat di daerah tertentu yang telah mengalami pengaruh bahasa daerah. Kenyataan bahwa sebagian besar masyarakat Indonesia menggunakan bahasa ibu bahasa daerah sebelum mengenal bahasa Indonesia, sehingga tidak dapat dihindari pengaruh bahasa daerah dalam berbahasa Indonesia. Pandangan inilah yang memperkuat keyakinan penulis bahwa bahasa Indonesia yang digunakan dalam pergaulan sehari di kalangan masyarakat NTT adalah ragam daerah yang dapat kita namakan bahasa Indonesia ragam NTT. Yang dimaksud dengan bahasa Indonesia ragam NTT adalah bahasa Indonesia yang digunakan oleh masyarakat NTT dalam pergaulan sehari-hari.

Salah satu keunikan bahasa Indonesia ragam NTT adalah penggunaan kata-kata atau ungkapan-ungkapan yang maknanya berlawanan dengan bahasa Indonesia baku atau berlawanan dengan pemahaman penutur bahasa Indonesia di luar NTT. Misalnya kata *usir*. Kata *usir* dalam bahasa Indonesia baku artinya (1) ‘menyuruh pergi dengan paksa’ (2) ‘menghalau’. Dalam bahasa Indonesia ragam NTT, khususnya di pulau Timor, kata *usir* dalam kalimat di atas artinya ‘mengejar’ atau ‘menangkap’. Jadi, makna kata *usir* dalam bahasa Indonesia ragam NTT berlawanan dengan makna dalam bahasa Indonesia. Fenomena inilah menginspirasi penulis memberi judul artikel ini: **Bahasa Indonesia RagamNTT: Makna yang Tertukar.**

Masalah

Bahasa Indonesia ragam NTT memiliki keunikan yang tidak disadari oleh penuturnya. Keunikan tersebut adalah hadirnya kata-kata atau ungkapan-ungkapan yang maknanya berlawanan dengan makna bahasa Indonesia baku. Berkenaan dengan hal itu, maka masalah penelitian ini dapat dirumuskan sebagai berikut.

- 1) Bagaimanakah makna kata-kata atau ungkapan-ungkapan dalam bahasa Indonesia Ragam NTT berlawanan maknanya dengan bahasa Indonesia baku?
- 2) Faktor-faktor apakah yang menyebabkan munculnya kata-kata atau ungkapan-ungkapan dalam bahasa Indonesia ragam NTT yang maknanya berlawanan dengan bahasa Indonesia Baku?

Tujuan

Berkaitan dengan masalah di atas, maka tujuan penelitian ini adalah:

- 1) Mendeskripsikan makna kata-kata atau ungkapan-ungkapan dalam bahasa Indonesia Ragam NTT berlawanan maknanya dengan bahasa Indonesia baku?
- 2) Memerikan faktor-faktor penyebab munculnya kata-kata atau ungkapan-ungkapan dalam bahasa Indonesia ragam NTT yang maknanya berlawanan dengan bahasa Indonesia Baku?

METODE PENELITIAN

Metode

Metode yang digunakan dalam penelitian ini adalah metode deskriptif. Metode deskriptif dalam penelitian bahasa mengandung makna bahwa data bahasa yang dikaji adalah bahasa yang benar-benar diucapkan orang dan dipakai oleh masyarakat penuturnya. Setiap elemen bahasa harus ditafsirkan sebagai bagian dari keseluruhan; tidak mengabaikan kenyataan bahwa bahasa selalu dalam proses perubahan.

Lokasi Penelitian

Penelitian ini akan dilakukan di Kupang ibu kota Provinsi NTT. Masyarakat kota Kupang berasal dari berbagai daerah di NTT dan sebagian kecil berasal dari luar NTT, seperti orang Bugis, Jawa, dan lain-lain. Dalam pergaulan sehari-hari, masyarakat kota Kupang menggunakan bahasa Indonesia jika berinteraksi, terutama dengan orang dari suku lain.

Teknik Pengumpulan Data

Peneliti dalam penelitian kualitatif dengan bantuan orang lain merupakan alat pengumpul data utama (Djajasudarma, 2010:12). Oleh sebab itu peneliti sendiri dan dibantu oleh orang lain dalam melakukan pengumpulan data di lapangan terlibat langsung dalam aktivitas masyarakat yang menjadi subjek penelitian. Berkenaan dengan hal tersebut, teknik penelitian yang digunakan adalah teknik pengamatan berperan serta (*participant observation*) (Moleong, 1989) atau disebut juga pengamatan terlibat (Koentjaraningrat dan Emmerson, ed., 1982). Teknik pengamatan berperan serta atau pengamatan terlibat maksudnya peneliti berperan sebagai pengamat sekaligus berbaur dengan subjek penelitian.

Teknik Analisis Data

Data yang diperoleh dianalisis dengan cara sebagai berikut:

- 1) Mengidentifikasi dan mengklasifikasikan data berdasarkan persamaan bentuk dan makna.
- 2) Membandingkan struktur bahasa Indonesia ragam NTT dengan struktur bahasa Indonesia baku.

TEMUAN PENELITIAN DAN DISKUSI

Temuan Penelitian

Hasil pengumpulan, identifikasi, dan reduksi data menunjukkan ada 11 kata dalam bahasa Indonesia ragam NTT yang maknanya “menyimpang” bahkan berlawanan dengan makna yang terkandung dalam bahasa Indonesia baku. Hasil analisis data disajikan berikut ini.

1) *Usir*

*Itu sapi tiba-tiba terlepas, kotong **usir** rame-rame, tapi tidak dapat* (sapi itu tiba-tiba terlepas, kami kejar beramai-ramai, tetapi tidak tertangkap).

Kata *usir* dalam bahasa Indonesia baku artinya (1) ‘menyuruh pergi dengan paksa’ (2) ‘menghalau’. Dalam bahasa Indonesia ragam NTT, khususnya di pulau Timor, kata *usir* dalam kalimat di atas artinya ‘mengejar’ atau ‘menangkap’. Jadi, makna kata *usir* dalam bahasa Indonesia ragam NTT berlawanan dengan makna dalam bahasa Indonesia. Hal ini terjadi karena pengaruh bahasa daerah Dawan. Kata *usir* dan *kejar* sama saja padanannya dalam bahasa Dawan yaitu *liu*.

2) *Makan buang*

*Dia sudah **makan buang** itu daging dong* (dia sudah makan habis daging itu).

Ungkapan *makan buang* dalam bahasa Indonesia mungkin tidak biasa digunakan. Tetapi kalau ditelusuri maknanya, artinya ‘mengunyah sesuatu kemudian dibuang’. Tetapi dalam bahasa Indonesia ragam NTT khususnya di pulau Timor, ungkapan *makan buang* artinya ‘makan sampai habis atau makan dengan lahap’. Jadi, maknanya berlawanan dengan makna bahasa Indonesia.

Ungkapan seperti ini cukup banyak dalam bahasa Indonesia ragam NTT. Misalnya: *campur buang itu semen e!* (campur semen itu sampai habis). *Jang angkat buang itu kursi dong!* (jangan angkat semua kursi itu). *Dong potong buang itu pohon mangga* (mereka potong pohon mangga itu).

- 3) *Buang ame*
Kata *buang ame* (buang ambil) biasa digunakan di wilayah Kupang dan sekitarnya. *Ame* adalah kata Melayu Kupang yang artinya ‘ambil’. Contoh: *Buang ame itu sampah do* (buang sampah itu). *Buang ame* adalah pasangan kata yang berlawanan artinya. Maknanya tidak merepresentasikan tindakan *membuang* lalu *mengambil*, melainkan tindakan *membuang* saja. Dalam hal ini kata *ame* bukan atribut bermakna, melainkan hanya pelengkap saja.
- 4) *Ame buang*
Kata *ame buang* boleh dikatakan sebagai lawan kata *buang ame*. Kalau kata *buang ame* bermakna ‘buang’, kata *ame buang* bermakna ‘ambil’ atau ‘pungut’. Contoh: *Ame buang itu sampah do* (pungut sampah itu).
- 5) *Lari buang putus*
Frasa *lari buang putus* dalam bahasa Indonesia ragam NTT bermakna sang pelari berlari cepat meninggalkan semua lawan-lawannya. Contoh: *Maria Londa lari buang putus dia pung lawan dong* (Maria Londa berlari cepat meninggalkan lawan-lawannya).
- 6) *Su jalan*
Bapa, kami su jalan (bapa, kami mau berangkat).
Kalimat di atas biasanya diungkapkan ketika seseorang pamit hendak pergi atau pulang. Demikianlah cara orang Timor berpamitan. Ungkapan *su jalan* (sudah jalan) artinya ‘hendak jalan’ atau ‘mau jalan’. Jadi, yang bersangkutan ‘belum jalan’. Demikian juga ketika hendak makan. Mereka mengatakan: *mama beta su makan* (mama, saya makan). Jawabannya: *ya makan su* (ya, silakan makan). Di Flores, ungkapan untuk menyatakan hal yang sama adalah *mari makan sudah* (silakan makan). Yang menarik dari ungkapan *sudah jalan*, *sudah makan*, *makan sudah* adalah secara leksikal dalam bahasa Indonesia maknanya ‘peristiwa itu sudah berlangsung’, tetapi dalam bahasa Indonesia ragam Timor ungkapan *sudah makan*, *sudah jalan*, *makan sudah*, mengandung makna ‘peristiwa itu akan atau belum berlangsung’.
- 7) *Makan banyak sedikit*
Makan banyak sedikit! Kalimat ini biasanya digunakan oleh tuan rumah ketika menjamu tamu. Bagi orang dari luar NTT, kalimat ini mungkin membingungkan, apakah maksudnya makan banyak atau makan sedikit. Kalimat ini maksudnya mengajak atau mempersilakan tamu untuk mengambil makan dengan porsi banyak. Kalimat ini biasa digunakan di hampir semua daerah di NTT, seperti di Flores, Sumba, Timor, dsb. Ungkapan seperti ini cukup banyak, seperti: *kasi banyak sedikit* artinya ‘beri sebanyak-banyaknya’, atau ‘beri agak banyak’, *jalan cepat sedikit* artinya ‘jalan lebih cepat’ atau ‘jalan cepat-cepat’, *mandi cepat sedikit* artinya ‘mandi lebih cepat’ atau ‘mandi cepat-cepat’, *kasi penuh sedikit* artinya ‘buat penuh’. Ungkapan di atas berbeda maknanya dengan ungkapan seperti *turun sedikit*, *naik sedikit*, *geser ke kiri sedikit*, yang mengandung makna ‘agak’.
- 8) *Mau mati*
Ungkapan *mau mati* biasanya digunakan oleh penutur bahasa Indonesia dalam beberapa konteks yang berbeda. Pertama, ungkapan *mau mati* diucapkan dalam konteks menyatakan keluhan karena rasa sakit yang luar biasa: *rasanya mau mati saja*. Kedua, menyatakan perasaan putus asa: *aku mau mati saja*. Ketiga, menyatakan umpatan ketika mengingatkan seseorang tentang sesuatu yang berbahaya: *he, keluar dari situ, atau kamu mau mati*. Keempat menyatakan tantangan: *ayo maju, kalau kamu mau mati*.

Penutur bahasa Indonesia ragam NTT juga biasa menggunakan ungkapan *mau mati* dalam keempat konteks di atas. Namun uniknya, bahasa Indonesia ragam NTT sering menggunakan ungkapan *mau mati* untuk menyatakan pujian atau kekaguman dan atau sebaliknya. Maknanya sama dengan: ‘sangat’ atau ‘luar biasa’ dalam bahasa Indonesia. Misalnya: *gadis itu cantik mau mati* (gadis itu cantik sekali). *Suaminya jelek mau mati* (suaminya jelek sekali). *Istrinya putih mau mati, ma suaminya hitam mau mati* (istrinya putih sekali, tapi suaminya hitam sekali). *Rumahnya besar mau mati* (rumahnya besar sekali). *Pasar ikan itu kotor dan bau mau mati* (pasar ikan itu sangat kotor dan berbau).

9) *Ngeri*

Kata *ngeri* dalam bahasa Indonesia artinya ‘merasa takut atau khawatir (karena melihat sesuatu yang menakutkan atau mengalami keadaan yang membahayakan)’. Dalam bahasa Indonesia ragam NTT, kata *ngeri* mengandung dua makna. Pertama, kata *ngeri* biasa digunakan dalam menyatakan rasa takut, khawatir, seram terhadap sesuatu keadaan atau peristiwa. Misalnya ketika melihat peristiwa kecelakaan yang menelan korban jiwa, orang itu berkata: *saya rasa ngeri melihat darah berceceran*. Atau ketika mengalami bencana alam gempa bumi, orang berkata: *gempa itu ngeri sekali, banyak rumah yang roboh*. Kedua, kata *ngeri* mengandung makna pujian atau kekaguman akan kehebatan seseorang atau sesuatu. Misalnya, seorang anak kampung dari NTT bernama Betrand Peto mendadak jadi artis penyanyi terkenal setelah diadopsi seorang artis. Orang NTT berkomentar: *ngeri betul itu anak, sekarang sudah jadi artis* (hebat sekali anak itu, sekarang sudah jadi artis). Ketika melihat pemandangan yang indah, orang NTT menyatakan kekagumannya dengan berkata: *pemandangan pung indah lai, ngeri!* (pemandangannya indah sekali). *Dia main bola talalu ngeri* (Dia jago sekali main bola).

10) *Bajingan*

Kata *bajingan* dalam bahasa Indonesia artinya (1) penjahat, pencopet; (2) kurang ajar (kata makian). *Bajingan* dalam bahasa Indonesia mengandung konotasi negatif. Berbeda dengan bahasa Indonesia ragam NTT, kata *bajingan* mengandung konotasi positif. Kata *bajingan* dalam bahasa Indonesia ragam NTT mengandung makna ‘hebat’. Misalnya seorang petinju seperti Chris Jon yang selalu memenangi pertarungan bahkan bisa mengalahkan lawannya dengan KO, ia disebut bajingan. Contoh lain, buku berjudul “Ahok Sang Pemimpin Bajingan”. Buku ini kebetulan penulisnya anak NTT. Judul buku ini tidak bermaksud menghina Ahok, sebaliknya mengandung makna memuji Ahok sebagai seorang pemimpin yang hebat. Kata *bajingan* dalam bahasa Indonesia ragam NTT digunakan untuk memuji kehebatan seseorang yang memiliki kepandaian, keahlian, dan keterampilan di atas rata-rata.

11) *Sadis*

Kata *sadis* dalam kamus bahasa Indonesia bermakna : tidak mengenal belas kasihan, buas, kejam, ganas, kasar. Sebaliknya dalam bahasa Indonesia ragam NTT, kata *sadis* mengandung makna negatif dan positif. Makna negatif kata *sadis* dalam bahasa Indonesia ragam NTT sama dengan makna yang tertuang dalam KBBI. Sedangkan makna positif, kata *sadis* mengandung makna ‘hebat’, ‘jago’. Contoh: *Dia bawa motor talalu sadis* (dia sangat jago mengendarai motor).

Diskusi

Temuan di atas menunjukkan bahwa kata-kata tersebut berlawanan maknanya dengan makna bahasa Indonesia baku. Fenomena itu terjadi karena beberapa hal.

- 1) Pengaruh tidak adanya diferensiasi makna dalam bahasa daerah untuk dua konsep yang berbeda. Fenomena tersebut tampak dalam kata *usir* dan *kejar*. Penutur bahasa Dawan tidak membedakan *usir* dan *kejar* karena dalam bahasa Dawan hanya terdapat satu kata yaitu *liu* yang artinya bisa ‘kejar’ dan bisa juga ‘usir’. Akibatnya, penutur bahasa Dawan memperlakukan kedua kata itu sebagai kata yang bersinonim.
- 2) Pengaruh struktur bahasa daerah. Fenomena ini tampak dalam kalimat: *makan banyak sedikit*. Kalimat seperti ini digunakan oleh hampir semua masyarakat NTT. Dalam bahasa Manggarai terdapat ungkapan yang sama: *hang do koe ema*. Jika diterjemahkan secara lurus: *makan banyak kecil Bapa*, artinya ‘makanlah yang banyak Bapak’. Selain itu ada juga ungkapan: *hang do koe sekoen Ema* (makan banyak kecil sedikit Bapak). Dari sinilah muncul ungkapan *makan banyak sedikit*.
- 3) Kata atau ungkapan yang digunakan berasal dari bahasa Melayu. Kata atau ungkapan: *makan buang, buang ame, ame buang, lari buang putus, su jalan, mau mati*, adalah kata atau ungkapan yang sudah ada dalam kosa kata bahasa Melayu Kupang.
- 4) Kreativitas dalam memperluas makna sebuah kata yang sudah ada. Salah satu fenomena yang unik adalah memberi makna baru atau memperluas makna kata yang sudah ada. Fenomena ini terjadi pada kata-kata: *ngeri, bajingan, sadis*, yang makna dasarnya berkonotasi negatif, diperluas maknanya menjadi kata yang berkonotasi positif.

Jika dibandingkan dengan teori yang sudah ada, fenomena di atas terjadi karena adanya saling pengaruh antara bahasa pertama dan bahasa kedua yang dalam terminologi linguistik disebut kontak bahasa. Kontak bahasa menurut Mackey (dalam Suwito, 1983:39) adalah pengaruh bahasa yang satu kepada bahasa yang lain baik langsung maupun tak langsung. Kontak bahasa terjadi dalam masyarakat pemakai bahasa atau terjadi dalam situasi kemasyarakatan tempat seseorang mempelajari unsur-unsur sistem bahasa yang bukan bahasanya sendiri. Kontak bahasa itu terjadi dalam situasi konteks sosial yaitu pada saat seseorang belajar bahasa kedua di dalam masyarakatnya. Apabila ada dua bahasa atau lebih digunakan secara bergantian oleh penutur yang sama, maka dapat dikatakan bahasa-bahasa tersebut dalam keadaan saling kontak. Jadi, kontak bahasa terjadi dalam diri penutur. Individu tempat terjadinya kontak bahasa disebut dwibahasawan, sedangkan peristiwa pemakaian dua bahasa atau lebih secara bergantian oleh seseorang disebut kedwibahasaan (Weinrich dalam Suwito, 1983:39).

Kontak bahasa hanya berkaitan dengan fenomena 1, 2, dan 3. Sedangkan fenomena ke-4, seperti perluasan makna yang terjadi pada kata *ngeri, bajingan*, dan *sadis*, bukan karena terjadi kontak bahasa, melainkan kreativitas penutur memperluas makna yang sudah ada. Secara teori, fenomena itu disebut ameliorasi, yaitu peningkatan nilai makna dari makna yang biasa atau buruk menjadi makna yang baik (KBBI v1.1 *offline*)

SIMPULAN DAN SARAN

Simpulan

Berdasarkan hasil analisis data sasaran penelitian, makna kata-kata atau ungkapan tersebut dalam bahasa Indonesia ragam NTT umumnya berlawanan dengan makna kata atau ungkapan tersebut dalam bahasa Indonesia baku. Munculnya fenomena tersebut dalam bahasa Indonesia ragam NTT terjadi karena dua hal. Pertama, karena adanya kontak bahasa daerah dan bahasa Melayu Kupang dengan bahasa Indonesia. Masuknya pengaruh struktur

bahasa daerah dan kosa kata bahasa Melayu ke dalam bahasa Indonesia sehingga terbentuklah bahasa Indonesia ragam NTT. Kedua, karena adanya kreativitas penutur memperluas makna kata yang semula berkonotasi buruk menjadi kata yang berkonotasi baik. Fenomena ini disebut ameliorasi.

Saran

Penulis berasumsi bahwa bahasa pergaulan yang digunakan oleh masyarakat kota Kupang dan sekitarnya bukan lagi bahasa Melayu Kupang semata, melainkan sebuah ragam baru yang muncul karena interaksi antara penutur bahasa Indonesia, bahasa Melayu Kupang, dan bahasa-bahasa daerah di NTT. Oleh sebab itu penulis menamai ragam bahasa tersebut “Bahasa Indonesia Ragam NTT”. Nama ini masih terbuka untuk diperdebatkan, karena nama ini tidak lahir dari sebuah kajian yang mendalam. Oleh karena itu, penulis menyarankan perlu adanya penelitian khusus untuk membuktikan kebenaran klaim penulis.

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BIODATA

Penulis adalah Dosen pada Program Studi Pendidikan Bahasa dan Sastra Indonesia, FKIP Undana. Sejak lama mengasuh mata kuliah Morfologi dan Sintaksis, namun memiliki minat besar dalam mengkaji bahasa dan sastra daerah. Salah artikelnya pernah dimuat dalam Jurnal Linguistika, berjudul: Refleksi Gender dalam Bahasa Ngadha di Kabupaten Ngadha. Selain itu penulis bekerja sama dengan Dinas Kebudayaan Provinsi NTT (sekarang sudah digabung lagi ke Dinas Pendidikan) melakukan penelitian bahasa dan sastra daerah sebagai bahan dasar penyusunan materi mulok bagi sekolah dasar di Provinsi NTT.

EDUCATION

THE GENDER UNDERSTANDING OF PARENTS TOWARDS THEIR CHILDREN EDUCATION

Maria A. K. Moensaku¹⁾, Kristin Margiani²⁾, Mientje R. Oedjoe³⁾

ABSTRACT

This study aims to determine the gender understanding of parents towards children's education for how they give the education for their sons and daughters. The questions discussed in this study included how parents understand about gender, how the form of education is given to boys and how education is given to girls. To answer these problems, the researcher used qualitative descriptive research approach in this study. The informants in this study were four parents as resource during the interview and eight children for boys and girls for observation. The source of data used was primary data sources through interviews and direct observation to parents. The secondary data sources obtained through data obtained during the initial study at the study site. Data collection techniques used were interviews and observations. This study used triangulation techniques to obtain the validity and reliability of the data on the results of the study. The researcher used data reduction, data presentation, and data verification to analyze the data. The results of the study indicated that parents had very low gender understanding.

Keywords: *Children Education, Gender*

INTRODUCTION

Gender issues are an interesting topic of conversation and even become a global issue. Therefore, gender is one of the actual news because it is not finished at any time. Ratoe Oedjoe Mientje (2012: 27) argues that gender concerns social and cultural rules about the nature, behavior, role and even space given to men and women by society. Gender which in practice is often used as a benchmark for treating a woman and a man in a family, school or even community environment. Gender is often misinterpreted to discriminate against women who generally carry out work in their fields only and are not involved in taking part in the field of work of men and have a lower level than men. A report by Syifa Andina and Dima Mayasari for Plan International Indonesia in the CM-ECCD Program revealed that "In *Lamaholot* culture, boy's position is higher than girl. It means that in the *Lamaholot* culture, the position of men is very high. Because the practice that occurs today is more emphasis on this direction, the impact can also be felt in the form of education provided to children. An international journal by Sida (2017) also emphasizes that "While educational exclusion based on gender is disproportionately affected by girls/women. Whereas the exclusion of gender-based education affects women disproportionately.

Shutts. K, Kenward. B, Falk. H, Ivegran. A, dan Fawcett C(2017) stated that "*Although much of the research on children's consideration of gender has been conducted in the United States, studies reveal that young children in other cultures also categorize people by gender, prefer members of their own gender, and hold gender stereotypes*" which means that even though a lot of research has been done on children based on gender considerations that have been done in America, the study says that children from different cultures have also grouped people by sex with more exaggeration obtained reasonably. So, it creates gender stereotypes.

Parents as the children closest part in a family environment have tasks to provide education in the form of care for girls and boys equally. According to Hurlock, (1978: 23) parenting is very important for children's development. Thus the children must be cared for early with proper things, namely early introduction for religion, teaching discipline, behaving honestly,

being helpful, and positive things. Dewi (2014) revealed that there are practices in the family that are unwittingly carried out by parents where children feel loved, valued, proud, praised by their parents and otherwise, there are times when children feel unloved by parents for classical reasons such as different age and gender (male or female). Therefore, it is very important for parents to understand the differences in the concept of gender so that there is no privilege or different treatment. The parents' understanding will be seen in the treatment and the values related with tasks and functions in the family and society which they give for boys and girls.

Based on the discussion above, the parents in Tapenpah Village, Insana Sub-District, North Central Timor Regency used their understanding of gender to provide education to their children from an early age (related to this study, the age was 0-6 years). Parents in this village had very low understanding of gender so it could affect the pattern of education that they gave to their sons and daughters. Based on the problems above, there were three questions as follows: how do parents understand about gender? What form of education will be given to boys? and what form of education will given to girls? The purpose of this study as discussed in the previous abstract was to find out how parents understanding of gender will affect their children's education.

RESEARCH METHOD

The research method used in this study was a descriptive research method. According to Nazir in Tandayu, Syukri, and Masluyah (2013: 4) revealed that "Descriptive method is a research method to make a description of a situation or event, so that this method intends to hold a mere accumulation of basic data." This study used descriptive methods, because through this method the researchers wanted to describe the gender understanding of parents toward children's education specifically about the pattern of education given to boys and provided to girls.

The research approach used in the study was a qualitative research approach, which using descriptive study methods. This is because the researcher did not use statistics and numbers to expose the research results. The research subjects used in this study were 4 parents and 8 children. Parents consisted of 3 mothers and 1 father and children consisted of 4 boys and 4 children.

Data collection techniques used in this study were interview and observation. The interview technique according to Esterberg in Sugiono (2016: 317) states that interviews are a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. Interviews in this study were conducted with parents to ask questions about their gender understanding. In addition, the interviews were to find out the forms of education provided to boys and girls who were also involved in observations. Observation according to Susan Stainback in Sugiono (2016: 311) states that in participatory observation, researchers observe what people are doing, listen to what they say, and participate in their activities. The following forms of questions include: how care is given, what are the tasks and roles of each child based on their sex, fulfillment of children's desires, responses when children make mistakes, what forms of punishment are given to children when children make mistakes and how people old meets the needs of children.

Data analysis in this study was carried out when data collection took place, and after completion of collection in a certain period. Miles and Huberman in Sugiyono (2014) suggest that activities in qualitative data analysis are carried out continuously until complete, and the

data is saturated. The data analysis consisted of 3 (three) stages, namely: Data Reduction where the researcher summarized, chose the main things, and focused on things that were not important. The data that had been obtained through the results of interview and observation studies were then selected and focused in accordance with research on understanding gender of parents towards children's education about the form of education given to boys and girls. Whereas, unrelated data was discarded. Data that had been reduced got a clearer picture that made it was easier for researchers to find the data needed. The second stage was data display or data presentation as the effort to see the overall picture or certain parts of the data research. The presentation of data in this study was in narrative text that illustrated the answers to the questions from this study. The third stage was conclusion drawing or verification. At the beginning, the conclusions were still vague but along the process of data reduction and the presentation of data that analyzed continuously, the pattern of relations between the problems that occurred in the study seemed increasingly clear and tangible. Conclusions in this study was based on analysis of data derived from the results of interview and observation studies.

RESULT AND DISCUSSION

1. Parents Understanding of Gender

Based on the results of the study, it was found that parents in the research location did not know what gender was and it was first heard when they got interview with the relevant speakers. The parents could not understand what gender was. In terms of providing care for children, parents said that they had provided balanced education to children because parents knew that their children felt jealous and lack of heart towards their other siblings. In fulfilling the needs and desires of children, parents had treated boys and girls in a balanced manner.

2. Education Dedicated for the Boys

The boys were raised to be polite, obedient and independent children. The task and role of boys were to help parents in the garden such as cutting grass and planting and to take on the duties of girls such as washing and sweeping. Before fulfilling the desires of parents, boys needed to pay attention to what their parents need and what their parents want to give or not. The parents also required their children to follow orders or desires from them. The boys were supported by parents in carrying out the work of girls. When making mistakes, parents chose to give a warning and a punishment to scare them from repeating the same mistakes. The punishment obtained was that children were not allowed to play outside the house and not given snacks. The parents preferred to give their boys education, because they based the rules on the birth order. The boys were on the bench for education, so the boys needed a lot of attention from parents to teach them how to write and recognize alphabets.

3. Education Dedicated for the Girls

Education provided to girls emphasized the formation of children's character, which was to be a sweet, obedient, polite and independent child. Tasks and roles of the girls themselves were such as washing dishes, sweeping the house and yard and helping mothers cook. In fulfilling the desires of girls, parents also created the condition by family financial conditions. Sometimes there were children who must obey the wishes of parents before fulfilling their desires. Parents did not forbid girls from doing the work of boys and even parents were happy and supported it. When making mistakes, parents choose to give warning and punishment to scare them from repeating the same mistakes. The punishment obtained was that children are not allowed to play outside the house and were not given snacks by parents. In meeting the needs of girls was also based on the birth order. Girls had not been overlooked in the field of education because they had not yet entered the kindergarten school, but for the needs of attention, affection and care, girls were also treated like boys.

CONCLUSIONS

Based on research conducted by researchers in Tapenpah Village, Insana Sub-District, North Central Timor regency on understanding gender of parents towards children's education, the researchers can conclude that in general that the parents had very low understanding of their children gender. In providing education for their daughter and son, parents provided education for them equally. Parents provide education, parenting, affection and other needs for girls and boys in equal way without comparing their children.

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Emalinda Peni

ABSTRACT

This research refers to violation of school's rules seen in problems recapitulation in Academic Year 2016/2017 and 2017/2018 were 131 social and 265 private cases. Purpose of this research were to find out how the planning, organizing, implementation, controlling and evaluation of character education. This research used qualitative method. Data collecting through interviews, observation and documentation study. The instruments used interview questions, observation sheet and document checklist and analyzed used Miles and Huberman Models. Results showed in planning done through analysis of current conditions and identification the possibilities will happen in the future to determine values of character to be developed also discussed in *MGMP* meeting. In organizing, there is no special team because all components assigned according to their responsibilities. Implementation trough three strategies were integrated in learning, extracurricular activities and daily habituation. In controlling, headmaster assisted by vice principal has supervise and did classroom control. Evaluation was carried out by headmaster, vice principal and teachers then evaluated by using student's assessment sheet. Based on it, numbers of recommendations were given such streamline school administration, reduce numbers of student in a classroom so teacher can control students' behavior optimally, added school facilities and create a team to control implementation properly.

Keywords: *Management, Education, Character*

INTRODUCTION

Indonesian vision contained the Strategic Plan of the Ministry of Education and Culture from 2015 to 2019 that is produce human ecosystem of cultural and education which is characterized with principle of mutual corporation. It is clearly showing the direction of policy in education field, which improving academic and professional abilities, enhance the role of students, teachers, educational personnel, parents and apparatus of educational institution and also develop character-based curricula by adopting local wisdom and vocational diversity based on regional geographical needs as well as students' talent and potential (Ministry of Education and Culture Strategy 2015-2019). Based on Constitution number 20, 2003 regarding the National Education System states that the functions of National Education to develop capabilities, build character of nation in order to educate human life aims to develop the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible. Therefore, government formulated a policy of national character development as a guide in the design, implementation and development of national character. This guideline is implemented by encouraging active participation from various components of the nation both from parties in educational institutions such as school principals and teachers, as well as parents, education observers, and public.

Nowadays, education is also tarnished by the fact that violence and depravity such as brawls, students persecuting their teachers or parents abusing teachers, cheating in national exams still occurs. Not only violence cases, other immoral acts such as free sex, abortion, drug abuse and sexual violence cases also dominate the world of education, moral deviations occurred such as cheating and bullying are serious issues to be considered by the stakeholders

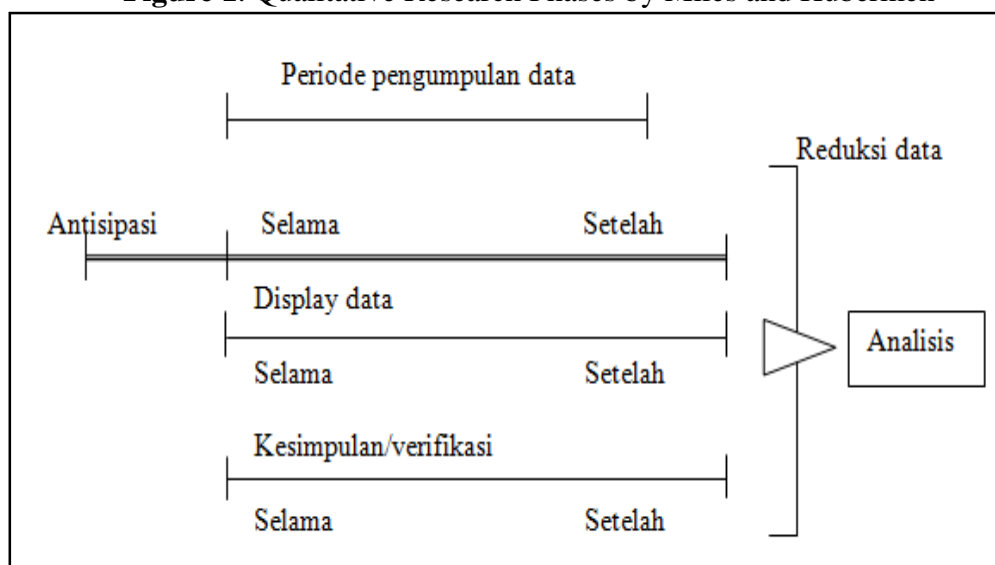
especially those who take care of education in Indonesia. Various problems related to character in education indicate that the character education policy made by the government has not been realized as expected. In Pre-research observation at SMP Negeri 4 Kupang, researcher found several things related to character education that need to be explored such as school hours discipline, learning process in classroom and activities occurred in school, she observed that at that time there were still many students who wandered outside the classroom because the teacher was late for class to start the learning process, which meant there were still teachers who were coming late to school. During the ceremony, when the headmaster spoke in front, there were still those who did not listen to the principal and the teacher, they were busy chatting with their friends in line. In recapitulation of students' cases in academic year 2016/2017 and 2017/2018 that she got from counseling teacher were 131 social cases and 265 for private cases and conduct spontaneous interview with a teacher said that the most common type of problem students has done so far is often being late for school, fighting, saying dirty words (curses) to friends, playing during class hours and being indifferent during the class.

Based on phenomena occurred, the concept of character education becomes interesting to be investigated especially how the management and implementation of character education is carried out in schools as formal educational institutions. Based on the background above, she is interesting to research about the management of character education in SMP Negeri 4 Kupang by looking at the planning, organizing, implementing, monitoring and evaluation processes.

METHOD

Based on the phenomenon described above, the writer decided to use qualitative method which methods based on the *post-positivism* philosophy used to examine the condition of natural objects where researchers as a key instruments, data was collected purposively and snowball, data collection techniques with in-depth interviews, observation and documentation studies, the data analysis is inductive because the results of qualitative research emphasize more meaning than generalization (Sugiyono, 2011). In this study, researcher tried to obtain an overview and examine the planning, organizing, implementing, monitoring and evaluating the character education in SMP Negeri 4 Kupang. The design of this research is in the form of qualitative research steps accordance to models proposed by Miles & Huberman in Sugiyono (2011: 290). The steps are as follows:

Figure 1. Qualitative Research Phases by Miles and Huberman



Based on the models above, it can be explained that data can be process thought several stages that is (1) *Planning*, in this process, researcher conduct pre-research to observe the social situation in the school environment and determine the area and focus of problems in the field. in addition, she also discussed with head master for purposes of data retrieval and informant recommendations from him. (2) *Beginning Data Collection*, at this stage researcher collects data through in-depth interview to head master of SMP Negeri 4 Kupang as a main informant. After that, data was collected from supporting informants they were teachers and students. Early data that have been obtain than analyzed to get data specifications then coded and categorized to find a main data used as an initial data interpretation. (3) *Basic Data Collection*, after obtaining the initial data the study continued with the main data collection. Research subject determined based on the purpose of data needs through characteristic variations. Another hand, researcher also conducted documentation study which is considered to provide information to strengthen the data in this research, at this stage, researchers did continuously until the data becomes saturated. She also listed facilities supporting the implementation of character education. (4) *Closing Data Collection*, Final stage of collecting data by verification the validity of data on previous obtained from observation, interview and documentation study with asked to main informant again (head master) and some students as sample of beneficiaries of character education implementation to ensure that the data is saturated (5) *Completion*, the completion process is done by analyzing the overall data to obtain research results. It was presented in form of research report.

DISCUSSION

This part will be explained the activities of planning, organizing, implementing, monitoring and evaluating character education at SMP Negeri 4 Kupang.

1. Planning

After review, it is known that the character education planning in this school has been planned and programmed before using the Curriculum of 2013, as the following informant's statement:

“Program-program yang terkait pengembangan karakter misalnya LDK, kegiatan menjelang hari Kemerdekaan, kegiatan menyambut hari besar keagamaan, ibadah bersama juga kami programkan, dan semua itu sudah terprogram sebelum sekolah ini menjadi sekolah imbas penerapan K-13” (Interview: HA, Principal room, 2nd November, 2018)

“Pengembangan karakter di programkan melalui kegiatan LDK, Kegiatan Pramuka, bimbingan rohani dan kegiatan pengembangan diri lainnya” (Interview: AD, Teacher's room, “2nd November, 2018)

Documentation study of school yearly programme (2017) was found there are several programs related to the character development as follows:

1. Students' orientation (MOS) for class VII
2. Activities to celebrate Republic of Indonesia's Independence Day
3. Basic Leadership Training
4. Republic Indonesia anniversary ceremony
5. Celebrate Eid-Al Fitr, Christmas and New Year
6. National Education Day ceremony and celebration on May 2

In addition, implementation of character education is inseparable from the principal's policy as a leader and also has a special program based on the condition of school culture which is

manifested in the behavior of all school members through habituation such as creating family relationships, keep the school environment green and clean, discipline in and out of school hours, spiritual guidance activities every Saturday, pray and sing folk songs before lessons.

Planning is usually also discussed at the MGMP meeting at the beginning of the school year. This is according to the results of the interview with informants as follow:

“Pada awal semester guru dilatih dalam MGMP selama 4 hari. Guru harus diberikan penyegaran sebelum menghadapi semester yang baru. Dalam MGMP ini biasanya kelompok guru mata pelajaran berdiskusi untuk menentukan nilai-nilai karakter apa yang akan diterapkan atau dikembangkan dengan melihat catatan dan laporan-laporan dari guru dan wali kelas juga dari catatan bimbingan konseling dan laporan spontan lainnya jadi tidak ada rapat khusus untuk membahas perencanaan pendidikan karakter” (Interview: ND, Vice Principal of Curriculum, 4th November, 2018)

The same thing was said by an English teacher:

“Rapat khusus terkait perencanaan pendidikan karakter tidak ada. Biasanya dalam MGMP saja dibahas mengenai nilai-nilai karakter apa saja yang akan dikembangkan pada semester yang akan datang” (Interview: SA, Teacher’s room, 4th November, 2018)

Figure 2. MGMP Meeting



source: School’s Documentation

2. Organizing

Organizing is the second stage after planning management science. To organize character education program by the school is considered very necessary so that the principal gives responsibility to all teachers as stated by the School Principal as follows:

“Saya sebagai pimpinan di sekolah ini memberikan pembagian tugas kepada para guru untuk melaksanakan program ini. Pembagian tugas ini dilakukan untuk lebih memudahkan pengendalian dan koordinasi dalam pelaksanaan program. Dalam hal ini, setiap guru mata pelajaran/guru kelas diberikan kewenangan untuk mengintegrasikan nilai-nilai pendidikan karakter ke dalam silabus dan rencana pembelajaran. Sedangkan pada kegiatan ekstrakurikuler, bagi guru-guru penanggung jawab diberikan kewenangan untuk memantau kegiatan-kegiatan ekstra seperti keagamaan, kesenian, pramuka, olahraga, dan kesehatan. Dalam pelaksanaannya, guru secara rutin selalu memberikan korelasi antara kegiatan dengan nilai-nilai karakter yang bersesuaian kepada anak didik. (Interview: HA, Principal’s room, 4th November, 2018).

Similar statement is recognized by the mathematics teacher as follows:

“Semua guru dilibatkan dalam pengelolaan pendidikan karakter. Diperlukan kemampuan analisis yang peka oleh guru untuk memberikan keterkaitan antara kegiatan-kegiatan anak didik dengan nilai-nilai karakter. Selain itu, setiap guru penanggung jawab kegiatan intrakurikuler maupun ekstrakurikuler memiliki kewenangan yang berbeda-beda, guna menghindari adanya kesimpangsiuran dalam penjabaran program pendidikan karakter di sekolah” (Interview: NA, Teacher’s classroom, 2nd November 2018)

Overall principal did not make a special team to arrange character education management at this school. What is meant with special team is planning team, supervisory team as stated below:

“Kepala sekolah tidak membentuk tim khusus karena dalam pembagian tugas setiap komponen sudah jelas tugas dan tanggung jawabnya jadi tidak perlu tim khusus lagi. Ada beberapa guru yang diberi tugas tambahan misalnya sebagai pembina osis, pembina pramuka dan pembina seni budaya” (Interview: DA, Principal’s room, 2nd November 2018)

Organizing is also seen in the Decree of Principal of SMP Negeri 4 Kupang Number: Pend.424 / SMP.4 / 21 / VII / 2016 concerning determination of coordinator of extracurricular activities, coaches and staff of SMP Negeri 4 Kupang in academic year, 2017/2018 as follows:

1. Deasy K. Lau, S.Pd as extracurricular coordinator
2. Yacoba Bunga Kaho, S.Pd as Girl Scoutmaster
3. Yani A.A Boymau, S.Pd as Coach of students organization at school
4. Marsauli Silalahi, S.Pd as Coach of Art and Culture
5. Thirsa Nenobesi, S.Th, PAK as Coach of religious activity

3. Implementing

Based on the results of research, implementation of character development is more oriented to understanding the concepts and integrated in all subjects in teaching and learning process in class, extracurricular activities and habituation as stated below:

“Strategi yang digunakan untuk menyampaikan nilai karakter yaitu melalui pembelajaran di kelas, dalam kegiatan ekstrakurikuler dan pembiasaan-pembiasaan setiap hari disekolah, contoh sederhana dari pembiasaan yaitu melalui bersalaman setiap pagi baik antara guru dengan guru, guru dan siswa maupun siswa dengan siswa” (Interview : SA, vice principal’s room, 4th November, 2018).

The statement above also supported by another informants’:

“Biasanya dalam penyampaian pelajaran di kelas nilai-nilai karakter tersebut diintegrasikan dalam mata pelajaran. Selain itu setiap pagi sebelum jam pelajaran pertama siswa berbaris di depan pintu dan memberi salam pada guru sebelum pelajaran dimulai selain itu ada ibadah di kelas dan menyanyikan lagu daerah/kebangsaan.” (Interview : MH, curriculum room, 5th November, 2018).

“Pelaksanaan pendidikan karakter di SMP Negeri 4 Kupang yaitu melalui proses pembelajaran dalam kelas. Jadi terintegrasi dalam mata pelajaran, ada salah satu indikator dalam RPP yang menekankan pada pengembangan karakter anak didik. Selanjutnya melalui kegiatan ekstrakurikuler sekolah, dan pembiasaan-pembiasaan setiap hari.” (Interview : AD, vice principal’s room, 2nd November, 2016).

In addition, students as beneficiaries also had experience in all school activities:

“Selain mengajar guru biasanya ingatkan agar selalu menaati peraturan sekolah” (Interview : PO, grade 2 student, 12th November 2018).

“Setiap pagi jam pelajaran pertama biasanya kami berbaris depan kelas dan memberi salam pada guru lalu masuk ke kelas” (Interview : RM, grade 3 student, 12th November 2018).

Based on observation also seen some character values are well integrated in all processes as shown below:

Figure 3. Students greet the teacher before entering class



Figure 4. Students greet the teacher



Based on picture above, can be understood that the values of character education are not necessarily carried out overall in the classroom, but can also be done outside the classroom. When little things that have a big impact on character development continue to be done, students will get used to doing good things wherever they are. This was recognized by one of the students in his statement:

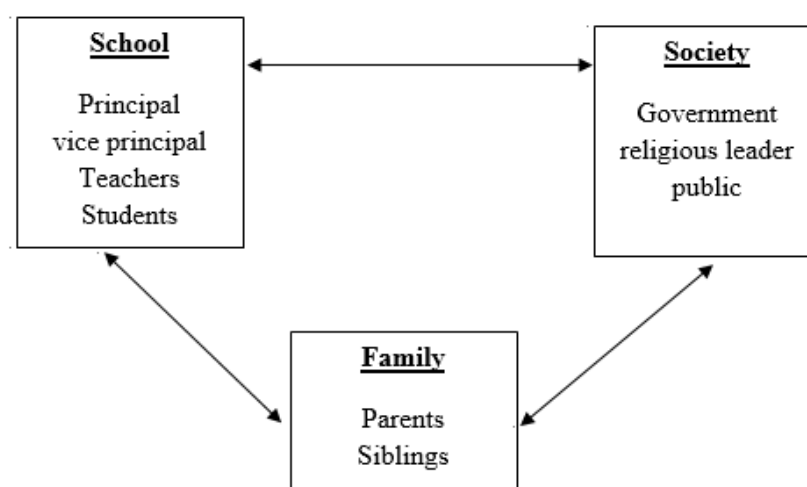
“Setiap pagi sebelum ke sekolah, saya sarapan pagi lalu berdoa dan ke sekolah. Sampai di sekolah biasanya kalau ada guru saya ucapkan selamat pagi dan salaman” (Interview : PO, school yard, 10th November, 2018).

Based on documentation study conducted by researchers found about the nation's character values carried out in the learning process and the habituation, researcher identified 18 Values of Cultural Education and Character of Indonesian contained in Book 1 Curriculum of SMP Negeri 4 Kupang for academic year 2017/2018 (2018:13-16) are as follows: Religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the motherland, respect for achievement, friendship, love for peace, love to read, care for the environment, social care and responsibility. Implementation of character education is not limited, the headmaster emphasized that the values of discipline and honesty were the most important because they were considered to be the key to success according to following statement:

“Sekolah ini memberikan penekanan tentang pentingnya disiplin dan kejujuran. Karena keduanya menjadi pembentuk dasar dalam pembentukan mental seorang anak. Anak tidak diperkenankan izin keluar kelas lebih dari dua kali saat pelajaran berlangsung, karena jika lebih dari dua kali kemungkinan anak itu sudah tidak jujur. Hal ini untuk menjaga disiplin dari setiap anak. Selain itu, tepat jam 7.15 apel pagi sudah dimulai, jadi kurang lebih jam 06.40 anak-anak sudah harus di lapangan sekolah. Sedangkan pada aspek kejujuran, anak sering diingatkan untuk selalu berkata jujur dan apa adanya. Hal ini juga mengajarkan kepada anak betapa pentingnya untuk selalu bertindak jujur, sehingga tidak merugikan orang lain dan tentunya menghindari kerugian pada diri sendiri. Penanaman nilai spiritual melalui berdoa setiap pagi sebelum pelajaran dimulai dan setelah pelajaran terakhir, juga berdoa pada apel pagi atau upacara” (Interview : HA, principal's room, 4th November, 2018)

Based on the various explanations above, it can be illustrated that the character education program is basically carried out in three groups. Firstly, Character education integrated in teaching and learning activities. Secondly, implementation of character education through school extracurricular activities. Lastly, implementation of character education through habituation both school and home. In its application there are 3 elements involved are family, school and society. The implementation is illustrated as follows:

Figure 5. The Cycle of Character Education Implementation at SMPN 4 Kupang



4. Monitoring

The stage of monitoring is the phase to see and review the implementation. In monitoring no external parties needed such as supervisors in order to conduct monitoring because

monitoring process was carried out by all parties, start from headmasters to the lowest components such as following statement:

“Proses monitoring biasanya melalui pemantauan kehadiran guru dan kehadiran siswa, selanjutnya saya dan para wakil melaksanakan pengawasan atau pemantauan terhadap semua proses yang terjadi dan ketiga melalui supervisi atau kunjungan ke kelas-kelas dari saya sebagai kepala sekolah atau wakil kepala sekolah” (Interview : HA, principal’s room, 10th November, 2018)

An informant also said similar things:

“Yang saya ketahui mengenai monitoring implementasi pendidikan karakter itu diberikan tanggung jawab kepada semua pihak, guru melakukan pengawasan terhadap sikap dan perilaku siswa, dan kepala sekolah melakukan pengawasan terhadap guru, siswa dan semua warga sekolah dan di bantu oleh para wakil kepala sekolah” (Interview : SA, Teacher’s room, 10th November, 2018)

Regarding monitoring, the responsibility is not only teachers at school but parents at home. Parents can not release their responsibility to child's behavior to teacher but must coordinate each other to find out the change of the child's behavior at school and home. In action, education character integrated to teaching and learning process in classroom is directly supervised by teachers, for example when students still breaking up the rules and values, teacher expected immediately warns them directly such as advise as information obtained from a teacher.

Results of the monitoring are used as a reference for the school principal to find out the development of the character education program and its short-term results, so that action can be taken immediately when a problem occurs in its implementation. The monitoring process is carried out by the principal in a number of ways described below:

1. The principal observes the learning process in class directly by paying attention to aspects of implementing character education (supervision);
2. The school principal participates in school activities such as spiritual guidance, ceremonies, etc.
3. The principal discussed with the teacher, students, or parents regarding the implementation of character education and the roles of all parties
4. The headmaster observes activities in school secretly
5. The principal monitors the record of student violations of the rules in the classroom. Through monitoring, it can be a reference for improvements in the effort to succeed in character education in schools and as a reference for the next steps in making policies and programming related to the development and management of character education in SMP Negeri 4 Kupang.

5. Evaluation

The character education evaluation was carried out in a school meeting between the principal, teachers, and employees at SMP Negeri 4 Kupang at the end of the semester. The meeting discussed implementation problems, especially those experienced by the teacher. This evaluation is intended to improve the conditions for the implementation of character education so that the next semester can run according to plan. At the end of the school year period, the school evaluates the results of the implementation of programs including character education programs that support the formation of character students. The content of the evaluation is in the form of reports or notes by each teacher through the

student assessment book and the results of monitoring and supervision from the school principal. The evaluations included: Program planning, planned program implementation and character values, Complementary supporting facilities and infrastructure, Achieving implementation targets, and comparisons of initial conditions and final conditions for the implementation of character education. Based on evaluation, analyzed the problems that arise in the field to be followed up and formulated a solution to the problem jointly between the principal and teachers. The obstacles and solutions in implementing character education in SMP Negeri 4 Kupang are more directed to the technical implementation. The technical problems and the solutions adopted include:

- a. Not all violations committed by students can be detected by the teacher. This is related to the complexity of social interaction in SMP Negeri 4 Kupang which is quite difficult for teachers to be able to detect each student's behavior directly. The solution taken through the collaboration between the teacher and students to convey to the teacher the violation of the rules of conduct by other students is considered sufficient to help the teacher to take notes.
- b. The quality of facilities and infrastructure still needs to be improved such as toilet facilities that are more comfortable and cleaner, expanding library facilities, completing religious facilities, adding trash cans and other facilities which contribute to the creation of quality children's character. The solution that has been done is to maximize the function of existing facilities, because this is related to school budget management that prioritizes other fund allocations.
- c. The awareness of some students is still considered to be low on school rules, for example in the 6S and 9K programs and the culture of shyness that is still in process. The solution that has been taken is to get students accustomed to obey the rules through coercion in the initial stages. Then for the next stage an education on the benefits of obedience to the order is carried out together with the habituation of students in the school environment.
- d. Some teachers consider the system of student assessment books in class related to school order also adds to the administrative burden of teachers. Although all teachers support the system, in reality it is not easy for a teacher with a task and responsibility large enough to implement the policy to the fullest. Making teachers aware of the functions and duties of a teacher is the solution to these problems. This relates to providing convenience for teachers to conduct affective assessments.
- e. Not all parents care about their children's development at school. Some parents tend to be passive about school policies including character education. The solution that has been done by SMP Negeri 4 Kupang is through home visits to children whose high violations.

CONCLUSIONS

Character education in SMP Negeri 4 Kupang is basically implemented through the management of this school's character education. Character education planning consists of an analysis of the context of the conditions and social phenomena that occur at this time and an analysis of the possibilities in the future to establish the character values that are developed, namely religious values, discipline, honesty and the spirit of nationality which are priority values to be developed; the discussion of character education planning does not go through a special planning meeting but is integrated in the Meeting of Subject Teachers or *MGMP* which is held at the beginning of each semester and in the new school year. Preparation of

character education programs along with planning documents contained in the applicable curriculum and school programs; socialization of character education policies to teachers, employees, students and parents of students; and planning the conditions of implementation related to the provision of school facilities, the provision of examples by teachers, and the creation of a comfortable learning atmosphere. Organizing not forming a special team, but all components both from the Principal to the teachers have the same duties and responsibilities for the development and management of character education, educating and changing the child's character for better. In addition, some teachers are given additional duties to arrange some extracurricular activities in order to develop students' character. The implementation of character education is realized through character values in school routines that is integrated in the learning process, extracurricular activities and habituation in daily life at school. Monitoring of the implementation of character education in SMPN 4 Kupang is the responsibility of the Principal as a leader assisted by the vice-principal. Evaluation of character education in this school is conducted with the teacher at the end of each semester. Evaluation aspects that are carried out include program planning, completeness of supporting facilities, implementation process, achievement as well as comparison of initial and final conditions of implementation. The evaluation instruments used were student violation note sheets and teacher assessment sheets, violation notes from counseling guidance and group complaints from teachers. Evaluation of character education also looks at student learning outcomes in reports on grades and behavior of students as stated in report.

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BIODATA:

Emalinda Peni, S.Pd is a student at postgraduate level of Nusa Cendana University and still in 1st semester. She works in Grapari Telkomsel Kupang as an administrator support since 2013 until now but still have a dream to being a lecturer and continues to grow in it. Loves gardening and quality time with family. (*lyndapeni@gmail.com*)

DINAMIKA PEMBELAJARAN MULTIKULTURAL DI LINGKUNGAN PROGRAM STUDI PLS UNDANA

Erni Raster Klau¹⁾, Ambara Saraswati Mardani²⁾, Abdul Syukur³⁾, Yosephina K Sogen⁴⁾

ABSTRAK

Indonesia dengan kultur masyarakat heterogennya, pemahaman mengenai konsep multikultural merupakan modal utama di dalam implementasi kehidupan bermasyarakat. Kegagalan mengenali perbedaan (*lack of understanding differences*) dapat mengakibatkan gegar budaya yang berujung pada sikap intoleransi yang dapat memicu konflik berbasis SARA. Dalam *Social Progress Index* yang dirilis oleh *Social Progress Imperative*, pada tahun 2017 Indonesia menempati posisi ke 117 dari 128 negara dengan skor penilaian yang meningkat cukup tajam dalam kurun waktu tahun 2014 hingga 2017. *Social Progress Index* melakukan penilaian melalui tiga faktor utama yaitu (1) *basic human needs*; (2) *foundations of wellbeing*; dan (3) *opportunity* yang dijumlahkan dengan angka 100 sebagai nilai tertinggi. Tingkat toleransi dan inklusi Indonesia disorot melalui komponen *opportunity* yang menghasilkan angka 27,90 di tahun 2014 dan melesat ke angka 35,47 di tahun 2017. Pada konteks Nusa Tenggara Timur, multikulturalisme dapat dimaknai sebagai pemahaman terhadap keragaman suku, bahasa, adat istiadat serta agama. Sebagai provinsi kepulauan, Nusa Tenggara Timur memiliki perbedaan yang ekstrim antara satu pulau dengan yang lainnya.

Perguruan tinggi sebagai institusi pengembang intelektualitas, berperan penting sebagai *melting pot* di dalam merespon, memperkenalkan, mempelajari, dan menerapkan konsep multikultural secara holistik di dalam lingkungan perguruan tinggi. Berangkat dari asumsi bahwa penerapan konsep multikultural di perguruan tinggi mampu meningkatkan toleransi dan penerimaan terhadap perbedaan. Maka melaluinya, penelitian ini dilakukan bertujuan menggali keberagaman di dalam lingkup Program studi Pendidikan Luar Sekolah melalui keunikan, problematik dan berujung pada dampak yang ditimbulkan oleh keberagaman itu sendiri. Berdasar pada penggalian data yang diperoleh dari staf pengajar maupun 15 mahasiswa sebagai responden yang dipilih secara random, dan proses analisis data yang menggunakan pendekatan kualitatif dengan metode fenomenologi menemukan 3 (tiga) tema besar yaitu, (1) Keberagaman dalam budaya lokal; (2) Proses pembelajaran yang multikultural; serta (3) Hubungan/interaksi sosial di dalam dan di luar kelas. Dengan demikian, keberagaman yang ada menjadi sebuah keunikan yang bersifat positif dan juga negatif namun tidak mengarah pada perpecahan. Pembelajaran multikultural, tanpa disadari telah berlangsung pada setiap tahun dan diberlakukan merata pada tingkatan yang berbeda-beda. Latar belakang beragam dari pengajar dan mahasiswa, pun tidak mengalami kendala, walau diakui kerap melakukan *social comparison*.

Kata Kunci: *Dinamika, Pembelajaran, Multikultural, PLS*

PENDAHULUAN

Indonesia dengan kemajemukannya kian menyimpan banyak hal menarik yang ingin diketahui lebih dalam. Negara kepulauan yang hidup dan tumbuh dengan 1.128 suku bangsa, dengan berbagai macam ras dan agama yang diakui merupakan sebuah kekayaan bangsa. Kemajemukan masyarakat berdasarkan ras memiliki arti yaitu segolongan manusia yang memiliki persamaan dalam ciri-ciri fisik dan sifat-sifatnya yang diwariskan secara turun temurun misalnya, memiliki fisik yang berbeda, dimulai dari warna kulit dan bentuk rambut, bentuk hidung, mata, dan lainnya. Adanya perbedaan ras tersebut seringkali timbul adanya stereotipe, yang didasarkan pada kesan umum, dipercayai tentang sifat-sifat dan karakter suatu kelompok ras tertentu. Sedangkan kemajemukan masyarakat berdasarkan agama, terdiri

dari terdapat 6 (enam) kepercayaan yaitu Islam, Kristen, Katolik, Budha, Hindu, dan Kong Hu Cu (Data BPS dalam <http://www.jpnn.com> 3/2/2010).

Di Nusa Tenggara Timur (NTT) sendiri, terdiri dari 21 Kabupaten dan 1 (satu) Kota, yang umumnya memiliki hampir 69 bahasa, belum termasuk bahasa khusus dari tiap-tiap suku. Demikian halnya dengan keberagaman ras dan agama yang juga terjalin di NTT. Terkhususnya dalam kehidupan akademik di Program studi Pendidikan Luar Sekolah, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nusa Cendana di Kota Kupang.

Program Studi Pendidikan Luar Sekolah yang selanjutnya disingkat PLS, menyimpan keberagaman tentang sivitas akademiknya, dimulai dari staf pengajar maupun mahasiswa. Keberagaman tersebut menuntun pada pluralisme budaya yang terjadi dan dialami selama menjalani kehidupan di kampus. Mahasiswa dengan latar belakang suku, berasal dari Kabupaten Alor, Belu, Ende, Flores Timur, Kupang, Lembata, Malaka, Manggarai, Manggarai Barat, Manggarai Timur, Ngada, Nagekeo, Rote Ndao, Sabu Raijua, Sikka, Sumba Barat, Sumba Barat Daya, Sumba Tengah, Sumba Timur, Timor Tengah Utara, Timor Tengah Selatan, dan Kota Kupang. Selain itu, keberagaman agama terdiri dari agama Katolik, Islam dan Kristen (Profil Data Prodi PLS Tahun 2018).

Berdasar pada keberagaman suku dan agama tersebut, mengantar pada sebuah pengakuan atas pluralisme budaya, yang diyakini bukanlah “*given*” namun proses internalisasi nilai-nilai komunitas, itulah multikulturalisme. John Dewey, mengkaitkan hal ini dengan demokrasi dan pendidikan. Demokrasi merupakan *way of life* yang diwujudkan dalam komunitas melalui pendidikan. Sehingga proses pendidikan seyogyanya adalah secara demokratis guna memelihara dan mengembangkan masyarakat demokrasi (Saba, 2016).

Lebih lanjut, dalam rangka mewujudkan masyarakat demokrasi yang multikultural maka salah satunya dimulai dari sistem pendidikan nasional. Undang-undang Dasar 1945 (Pasal 31 : 3), dengan tegas menunjukkan bahwa arah dan tujuan pendidikan nasional adalah peningkatan iman dan takwa serta pembinaan akhlak mulia para peserta didik. Undang-undang Sistem Pendidikan Nasional (Sisdiknas), yakni UU No. 20 Tahun 2003, pasal 3 menegaskan, pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.

Lebih lanjut, Sisdiknas pasal 4, tercantum salah satu prinsip penyelenggaraan pendidikan yaitu, diselenggarakan secara demokratis dan berkeadilan serta tidak diskriminatif dengan menjunjung tinggi hak asasi manusia, nilai keagamaan, nilai kultural, dan kemajemukan bangsa; dan diselenggarakan sebagai satu kesatuan yang sistemik dengan sistem terbuka dan multi makna (Indrapangastuti, 2014).

Merujuk dari hal tersebut, maka semakin menggambarkan bahwa Pemerintah Indonesia telah mengatur guna terselenggaranya pendidikan nasional yang sesuai dengan kebhinekaan bangsa Indonesia. Seperti dikutip dari tulisan Indrapangastuti, (2014) bahwa Indonesia adalah salah satu negara multikultural terbesar di dunia, dilihat dari sosio kultur maupun geografis yang mengandung keragaman budaya. Tak disangkal, keragaman budaya mampu memengaruhi terhadap tingkah laku, sikap, pola pikir manusia sehingga manusia memiliki cara-cara (*usage*), kebiasaan (*folk ways*), aturan-aturan (*mores*) bahkan adat istiadat (*customs*)

yang berbeda satu sama lain. Bila perbedaan tersebut tidak dimaknai dengan benar dan diterima dengan bijaksana, maka konflik akan mudah terjadi baik di lingkungan sekolah maupun di lingkungan masyarakat. Maka sistem pendidikan dipandang mengacu pada UU dan menerapkan prinsip tersebut. Di Indonesia, dewasa ini telah banyak upaya yang dirumuskan guna pencapaian cita-cita tersebut. Namun dalam hal menerapkan pendidikan multikultural dirasa belum secara penuh terealisasi (Saba, 2016).

Selanjutnya bahwa, penelitian dilakukan bertujuan untuk menggali keberagaman, proses penerapan pembelajaran, dan menggali keunikan serta problematika berdasar pada ras, suku, agama, dan bahasa selama menjalani kehidupan akademik di Program Studi Pendidikan Luar Sekolah (Prodi PLS). Hal ini dipandang butuh untuk digali mengingat, pluralisme yang kian tidak mampu dihindari dan menghadirkan keunikan bagi keberlangsungan kehidupan kampus yang modern namun mengedepankan nilai-nilai budaya yang beragam.

METODE

Penelitian dilakukan dengan pendekatan kualitatif menggunakan metode fenomenologi, untuk mengungkap proses pembelajaran yang selama ini berlangsung di Program Studi PLS UNDANA, dengan fenomena keunikan dan problematika yang berhubungan dengan budaya pluralisme dalam kehidupan kampus untuk mengarahkan pada kebijakan yang harus ditempuh oleh prodi sekiranya keberagaman menimbulkan hal-hal negatif.

Penelitian kualitatif dipilih sebagai metode untuk memahami secara utuh dan menyeluruh kehidupan dan dinamika di prodi PLS. Selanjutnya, pendekatan kualitatif mampu memahami manusia sebagai makhluk subjektif dengan segala kompleksitasnya namun tetap berfokus pada makna individual. Sehingga memungkinkan untuk mempelajari isu-isu tertentu secara detail dan mendalam karena pengumpulan datanya tidak dibatasi pada kategori-kategori tertentu melainkan bersifat multi-metodologi dengan melibatkan banyak cara (Poerwandari, 2005; Koentjoro, 2007). Pendekatan fenomenologi digunakan dengan maksud berusaha memberikan esensi makna dan pengalaman mahasiswa dan dosen dengan dinamika kehidupan sehari-harinya yang dengan budaya pluralisme yang ada.

Instrument utama dalam penelitian kualitatif adalah peneliti, dengan instrument lain yang digunakan yaitu panduan FGD yang dibuat oleh peneliti serta alat-alat yang membantu seperti kamera dan recorder. Subjek penelitian dipilih dengan teknik *purposive* terdiri dari 11 staf Pengajar di Prodi PLS dengan kriteria latar belakang suku, ras, agama dan bahasa yang beragam., diantaranya bersalah dari Suku Jawa, Batak, Timor, Rote dan Flores. Selanjutnya dengan latar belakang agama yang terdiri dari Kristen, Katolik dan Islam. Selanjutnya mahasiswa yang dipilih secara random untuk terlibat dalam FGD adalah 15 orang mahasiswa yang telah berkuliah di Prodi PLS minimal 1 (satu) tahun dengan mewakili masing-masing suku yang ada di Prodi PLS yaitu, suku Timor, Rote, Sabu, Sumba, Flores dan Alor dan beragama Kristen, Katoli, dan Islam.

DISKUSI

Subjek utama yang adalah 15 orang mahasiswa dan 11 Staf Pengajar di Program Studi PLS UNDANA, dengan beragam latar belakang budaya dan bahasa menghasilkan beragam data yang menarik untuk dibahas. Kajian dan metode fenomenologi melalui FGD yang telah dilakukan menemukan 3 (tiga) tema besar yaitu,

- (1) Keberagaman dalam budaya lokal;
- (2) Proses pembelajaran yang multikultural; serta

(3) Hubungan/interaksi sosial di dalam dan di luar kelas yang masing-masingnya akan dibahas secara mendetail.

Keberagaman dalam Budaya Lokal

Istilah multikultural banyak jajaki sebagai segala yang berkaitan dengan reaksi/komunikasi/perilaku) yang melibatkan keberagaman budaya (kebiasaan dan nilai-nilai) yang heterogen. Pun secara sederhana dideskripsikan sebagai keberagaman dan keunikan yang bukan sekadar tahu namun wajib dipahami secara mendalam untuk menjadikannya sebagai kekhasan. Subjek penelitian menyepakati adanya keberagaman yang ditemukan dalam Prodi PLS UNDANA. Dimulai dari suku, ras, agama dan bahasa yang berbeda.

Keberagaman dari segi suku dalam Prodi PLS dapat dijabarkan, dimulai dari suku Timor, yang terdiri dari wilayah Belu, Malaka, Kefamenanu, So'E dan Kabupaten Kupang. Daerah-daerah tersebut walau tergabung dalam sebuah suku, namun memiliki latar belakang agama, bahasa adat-istiadat dan nilai yang berbeda. Diakui bahwa, Mahasiswa PLS di beberapa tahun terakhir, didominasi dari Daerah Malaka dan sebagian wilayah TTS atau So'E.

Sedangkan dari suku Flores, sebagian mahasiswa berasal dari daerah Lembata, Adonara, Maumere, Bajawa, Manggarai, Ende, Nagekeo yang dengan bahasa, adat dan nilai yang berbeda-beda. Hal yang paling menonjol adalah ketika kegiatan Pekan Kreativitas Mahasiswa atau acara budaya lainnya, akan tersebar banyak pakaian khas daerah masing-masing yang dikenakan. Adanya variasi perbedaan ini, mengakibatkan keberagaman semakin kental terlihat. Keunikan Bahasa dan suku Flores menjadi sesuatu yang menarik untuk digali terlebih dahulu. Bahasa dan dialek yang berbeda walau dari suku yang sama, menjadi kekayaan yang tidak pernah habis untuk dipikirkan.

Di Prodi PLS, suku Rote, Sabu dan Sumba diakui kurang menonjol karena dari segi jumlah yang kecil, namun bukan berarti terabaikan. Diperoleh data, minimal dalam sebuah kelas atau semester, suku-suku ini terhitung 1 (satu) hingga 2 (dua) orang jumlahnya. Sedangkan suku Alor, jumlahnya pun tidak berbeda jauh dengan ke tiga suku di atas yang jumlahnya pun kecil.

Keberagaman budaya, bahasa, agama, suku dan ras yang menonjol terlihat secara terpolo. Berdasar pada ras, melihat dari penampilan fisik, melihat suku Timor dan Alor dapat dipastikan dari warna kulit, jenis rambut dan dialek dan intonasi yang khas penuh kelembutan. Suku Sumba dan Sabu hampir memiliki kesamaan secara fisik, dengan otot besar, bentuk gigi merata yang khas, bola mata yang lebar dan jenis rambut lurus, dengan warna kulit yang beragam. Suku Rote, dianggap memiliki sedikit perbedaan dengan kebanyakan ras di NTT. Secara fisik, berambut lurus, kulit sedikit terang dengan dialek yang khas dan sedikit melengking baik laki-laki maupun perempuan, karena secara fisik, hampir terlihat Suku Flores, pun dengan keunikannya. Berdasar ras, bentuk tubuh diantara sesama yang berasal dari daratan Flores berbeda-beda. Bagian barat Flores dengan bentuk otot yang kekar dan bentuk wajah bulat dan rahang kotak, berkulit putih tercermin bahwa berasal dari wilayah Manggarai dengan dialek yang unik pula. Berbeda pula dengan yang berasal dari wilayah Flores bagian Timur dan Tengah.

Perbedaan-perbedaan tersebut di atas yang ditemukan di prodi PLS, menjadi pengakuan tersendiri dari subjek penelitian yang diakui sebagai keberagaman. Namun tidak dapat dipungkiri bahwa dengan perbedaan-perbedaan tersebut, banyak terdapat gesekan-gesekan

yang tidak mampu dihindari, diakui tidak mencapai perpecahan namun menjadi problema dan keunikan tersendiri.

Proses Pembelajaran yang Multikultural

Berdasar pada data *Focus Group Discussion* ditemukan, pembelajaran multikultural secara tidak sadar telah berlangsung di Prodi PLS. masing-masing staf pengajar dengan latar belakang suku, agama, bahasa dan budaya berbeda dapat melebur dan mengakomodir semua perbedaan di kelas dengan pola dan caranya masing-masing.

Menyikapi perbedaan suku, ras dan budaya, diakui oleh hampir sebagian staf pengajar (Dosen), dimulai dengan penghargaan terhadap pluralitas namun tetap menjaga keobjektifan nilai pendidikan yang sebenarnya. Sikap menghargai sebagai perwujudan dari ciri-ciri pendidikan multikultural, yaitu membentuk manusia dan masyarakat yang memegang budayanya; mengajarkan nilai-nilai kemanusiaan, nilai bangsa dan nilai kelompok etnisnya (kultural); menghargai aspek perbedaan dan keragaman budaya bangsa dan kelompok etnis (multikultural); dan evaluasinya ditentukan pada penilaian terhadap tingkah laku peserta didik yang meliputi persepsi dan apresiasi, juga tindakan budaya lainnya.

Selama proses pembelajaran, prinsip multikultural yang sering dijalankan diantaranya, menyadari bahwa setiap mahasiswa dari latar belakang manapun mempunyai kesempatan yang sama untuk mengembangkan potensi dan prestasi, sehingga tidak memandang perbedaan layaknya sebuah hambatan. Bahkan sebagian Dosen menyepakati bahwa di kelas, mahasiswa yang dianggap minoritas, justru akan lebih di dorong untuk berperan aktif menyatakan pendapat atau menyampaikan tulisannya walau harus bicara atau membaca dengan terbata-bata. Penguatan secara personal untuk meningkatkan kepercayaan diri dan *self-esteem* digunakan sebagai senjata ampuh yang membangkitkan semangat mahasiswa.

Selanjutnya, mengenai prinsip mengakomodir gaya belajar, para Dosen mengembangkan metode belajar kelompok yang terdiri dari berbagai suku dan agama dilebur menjadi satu, juga halnya dengan memilih teman duduk di dalam kelas diubah secara langsung oleh Dosen sebelum memulai pembelajaran. Strategi ini disepakati, cukup ampuh untuk meminimalisir perbedaan suku di kelas. Dalam diskusi kelompok, kerap tidak menjadikan satu kelompok etnis semata menjadi percontohan namun akan berusaha mencari tahu kelompok etnis atau agama yang lain untuk juga digali dan dibagikan.

Tidak menutup kemungkinan pra Dosen pun tidak enggan menggunakan pendekatan personal dengan membagi pengalaman pribadi tentang perbedaan keluarga kepada mahasiswa sebagai bentuk toleransi dan penghargaan terhadap pluralitas. Hal ini dirasa sebagai bentuk keteladanan yang sekiranya menjadi contoh yang baik bagi mahasiswa. Seorang Dosen mengakui pernah dianggap minoritas dan tidak segan membagi pengalaman positif dan negatifnya bagi mahasiswa.

Penerapan proses pembelajaran, terkadang memilih topic/materi/contoh kasus secara terbuka yang merujuk pada budaya tertentu, namun tidak memojokkan sebagai sesuatu yang negatif namun mencari apa yang berbeda atau unik dari budaya tersebut untuk ditonjolkan. Tidak jarang, meminta mahasiswa membagi keunikan budayanya juga. Sehingga secara terbuka menyatukan berbagai pandangan tanpa mengabaikan yang lain.

Sedangkan dalam penerapan dimensi pendidikan multikultural, ditemukan beberapa prinsip menonjol karena sering dilakukan yaitu, *content integration* kerap dilakukan di mata kuliah

tertentu, sebagai bentuk ilustrasi dari penerapan sebuah teori atau konsep mendasar atau untuk mengeneralisasi sebuah situasi dalam konteks budaya tertentu. *Prejudice reduction*, Dosen membantu mahasiswa mengembangkan sikap positif tentang perbedaan kelompok. *Equitable pedagogy* terjadi ketika *small group discuss* di kelas dengan bentuk *cooperative learning*, yaitu semua siswa dengan latar belakang etnis yang berbeda diperlakukan secara adil, merata.

Selanjutnya, mahasiswa dengan *low self-esteem* dipacu untuk tidak melihat pada orang lain tapi menggali potensinya dengan menjadi motivator untuk mahasiswa mampu melihat kemampuan di dalam dirinya. Sesi debat terkadang dilakukan, kompetisi kerap terjadi namun dalam rana positif untuk membangkitkan semangat berpendapat. Pada saat tertentu, seorang dosen mengaku masuk dalam keadaan mahasiswa yang minoritas dan menanggapi dirinya juga adalah bagian dari minoritas. *Empowering school and social structure* ditemukan ketika Dosen memberdayakan budaya siswa yang berbeda menjadi contoh konkrit yang membangun.

Kemudian data FGD terhadap mahasiswa menemukan bahwa, pembelajaran multikultural dijabari sebagai proses interaksi dan sosialisasi, mencari tahu, mengenalkan, menerapkan nilai-nilai budaya, yang tidak membedakan suku, ras maupun agama. Tetapi pembelajaran yang dapat meningkatkan nilai-nilai keberagaman. Berdasar pada data hasil FGD terhadap mahasiswa ditemukan beragam situasi selama proses pembelajaran multikultural yang cukup unik. Stereotype, prasangka, diskriminasi diakui tidak mampu dihindari. Namun cara menyikapi setiap mahasiswa yang berbeda menjadi semakin menarik untuk digali.

Keberagaman diantara sesama mahasiswa, menimbulkan beragam situasi, yang secara tidak sadar berdampak negatif terhadap keberagaman. Seperti dicontohkan beberapa mahasiswa misalnya, adanya konflik karena perbedaan budaya dan bahasa di dalam kelas, adanya interpretasi terhadap perbedaan bahasa, intonasi, dan Dialek. Terutama dialek orang Manggarai yang paling banyak disebut dan ditiru. Stereotype terhadap suku tertentu, misalnya Suku Bajawa diidentikkan dengan “banyak makan”; Suku Alor yang identik dengan “suanggi”; Orang Timor dipandang “bodoh”, berpendidikan rendah, identik sebagai Tenaga Kerja Indonesia (TKI), dan keterampilan renang yang tidak dimiliki. Orang Rote diumpamakan sama dengan Ular, karena cerdik dalam menipu atau berbohong; mengeneralisasi semua orang Adonara berkulit hitam; orang Sabu dengan tampilan fisik tertentu; dan suku Perempuan suku Sumba yang terkenal dengan mahar perkawinan atau *belis* yang terlampaui mahal.

Situasi-situasi tersebut tidak semata terjadi di luar kelas, namun juga pada saat proses pembelajaran terjadi. Selain itu, mengenai prinsip pembelajaran yang multikultural, mahasiswa mengakui bahwa pembelajaran terjadi di PLS mengakomodir semua pembedaan yang ada, dan semua mahasiswa memiliki kesempatan yang sama untuk mengemngkan prestasi. Mahasiswa juga didorong untuk berperan aktif selama proses pembelajaran, sehingga perbedaan bukanlah hambatan. Pembelajaran kerap memberikan edukasi atau klarifikasi terkait budaya atau *stereotyping* tertentu, dan setiap proses pembelajaran di kelas dimulai dengan doa yang dipimpin oleh mahasiswa yang berasal dari agama apapun, toleransi antar terjalin baik tanpa hambatan karena yang terjadi adalah mahasiswa saling mengingatkan kepada teman yang beda agama terkait dengan apa yang dapat dimakan, jam ibadah, merayakan hari besar keagamaan secara bersama dan ikut berpartisipasi ke rumah ibadah baik Kristen maupun Katolik.

Hal lain ditemukan pula dinamika lain dari pembelajaran multikultural di kelas, adalah kerap masih ditemukan, Dosen hanya menyebutkan beberapa suku dalam contoh kasus. Sebagian besar, suku Flores dan Rote, sementara yang lainnya didiskreditkan atau merasa diabaikan. Stereotyping pun terjadi oleh Dosen ketika dalam proses diskusi dengan mahasiswa, dan melakukan perbandingan dengan proses belajar mengajar di Jawa dan NTT, dengan mentikberatkan pada latar belakang sosio-kultur mahasiswa. Pula diutarakan, Dosen melakukan dominasi keaktifan kelas berdasarkan kesamaan suku dan memberikan contoh dan atau kasus berdasarkan satu agama saja tanpa memberikan kesempatan atau perpektif lain; membanggakan satu suku tertentu; terjadi pula konflik pribadi di dalam kelas berdasarkan interaksi dengan teman dari latar belakang berbeda (merasa dijatuhkan); Pola duduk mahasiswa di dalam kelas masih berdasarkan suku atau kelompok (suku Malaka).

Hubungan/Interaksi Sosial di Dalam dan di Luar Kelas

Idealnya bahwa pembelajaran multikultural tidak semata terjadi di dalam kelas atau selama proses pembelajaran. Menjadi semakin holistik terintegratif ketika pembelajaran berlangsung menyeluruh juga selama berhubungan dengan mahasiswa. PLS menjalankan perkuliahan dengan mata kuliah yang di dalamnya mengandung teori dan praktik yang dapat dijalankan dimana saja dan kapanpun. Sehingga proses pembelajaran terjadi dalam situasi yang berbeda-beda dan konteks yang menyeluruh. Teori dan konsep mendasar dilaksanakan di ruang kelas dengan metode beragam. Pun, mata kuliah lain yang mengedepankan praktik dalam suasana non formal, maka kedekatan Dosen dan mahasiswa menjadi penting. Perbedaan latar belakang, diakui semua subjek penelitian tidak sebagai hambatan. Namun *social comparison* terkadang masih ditemukan, terutama bagi mahasiswa yang *low self esteem* (minoritas).

Hasil penelitian tersebut di atas menjadi sebuah dinamika proses pembelajaran multikultural yang kian akan dipelajari untuk menjadi pertimbangan program studi PLS menuju pada perubahan proses pendidikan ke arah yang lebih baik, mengakomodir segala perbedaan dan menjunjung pluralitas sebagai kekhasan yang membangkitkan kebanggaan sivitas akademika di program studi Pendidikan Luar Sekolah.

KESIMPULAN

Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa keberagaman yang terjadi di prodi PLS UNDANA adalah budaya lokal NTT yang terdiri dari suku Alor, Timor, Rote, Sabu, Sumba dan Flores, sehingga proses pembelajaran yang selama ini telah mengarah pada pendidikan multikultural walau dirasa belum mencapai tingkat optimal karena hasil FGD dari mahasiswa menemukan berbagai dinamika yang belum mencapai pendidikan multikultural yang sempurna. Dinamika-dinamika multikultural diharapkan menjadi bahan diskusi untuk Prodi PLS untuk semakin memperbanyak kegiatan-kegiatan etnis yang mempopulerkan budaya masing-masing dan memupuk rasa cinta dan kebanggaan terhadap budaya sendiri dan orang lain.

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PEMETAAN PROFIL KOMPETENSI TUTOR PROGRAM PAKET C DI PUSAT KEGIATAN BELAJAR MASYARAKAT (PKBM) SE- KOTA KUPANG

Abdul Syukur¹⁾, Frans Kristian Selly²⁾, Samrid Neonufa³⁾

Dosen Pada Program Studi Pendidikan Luar Sekolah Jurusan Ilmu Pendidikan
FKIP Undana

ABSTRAK

Penelitian ini bertujuan untuk mendapatkan data dan informasi tentang: (1) tingkat kualifikasi pendidikan tutor program paket C dan (2) Profil kompetensi pedagogik dan andragogik tutor pendidikan kesetaraan paket C pada saat ini. Melalui pendekatan kuantitatif dengan jumlah objek penelitian sebanyak 118 responden diperoleh hasil bahwa, (1) persentase kualifikasi pendidikan tutor yang sarjana(S1)sebanyak 91.53%,urutan kedua adalah kualifikasi SMA sebanyak 4.23%, dan kualifikasi pascasarjana (S2) sebanyak 3,39% sedangkan Diploma/Sarjana Muda menempati urutan terakhir dengan 0,85%. Hal in menunjukkan sebagian besar tutor kualifikasinya sudah *qualified* dan hanya keahlian mengajarnya yang masih *mismatch*. (2) Profil kompetensi pedagogik dan andragogik tutor paket C diperoleh hasil sebesar 51,3%. Kompetensi tutor diketahui berdasarkan pemahaman dan persepsi tutor terhadap indikator (1) kemampuan untuk menguasai landasan kependidikan; (2) pemahaman terhadap tahap perkembangan warga belajar, dan teori-teori belajar; (3) kemampuan dalam penguasaan materi sesuai bidang studi yang diajarkannya; (4) kemampuan dalam mengaplikasikan berbagai metodologi dan strategi pembelajaran; (5) kemampuan memanfaatkan beragam media dan sumber belajar; (6) kemampuan dalam melaksanakan evaluasi pembelajaran; dan (7) kemampuan dalam menyusun program pembelajaran. Dengan demikian, yang menjadi rencana tahapan berikut adalah mengembangkan kapasitas dan kapabilitas kemampuan tutor paket C di kawasan Kota Kupang agar tercapai kesepahaman bersama.

Kata Kunci: *Profil, Kompetensi, Pedagogi-Andragogi, Tutor, Paket C*

PENDAHULUAN

Menurut Undang-undang nomor 20 tentang Sistem Pendidikan Nasional tentang jalur pendidikan nasional di Indonesia dilakukan melalui tiga jalur yakni pendidikan formal, pendidikan nonformal (PNF) dan pendidikan informal. Pendidikan nonformal adalah jalur pendidikan yang dilaksanakan diluar jalur pendidikan formal yang dapat dilaksanakan secara terstruktur dan berjenjang dan berfungsi untuk mengembangkan potensi peserta didik dengan penekanan pada pengetahuan akademik dan ketrampilan fungsional serta pengembangan sikap dan kepribadian profesional.

Dalam rangka mendukung pendidikan sepanjang hayat, maka program PNF sebagai pendidikan alternatif untuk memberikan kesempatan kepada seluruh warga masyarakat yang tidak mendapatkan pelayanan pada pendidikan formal. Salah satu program PNF adalah Pendidikan Kesetaraan dimana penekanan program PNF terletak pada penguasaan pengetahuan dan keterampilan fungsional serta pengembangan sikap dan kepribadian professional dimana hasil belajar program PNF dihargai setara dengan pendidikan formal setelah melalui proses ujian kesetaraan.

Tujuan program pendidikan kesetaraan antara lain (1) menjamin penyelesaian pendidikan yang bermutu bagi anak yang kurang beruntung; (2) menjamin pemenuhan kebutuhan belajar bagi semua warga masyarakat usia produktif melalui akses pendidikan yang adil; (3) memberi kontribusi terhadap peningkatan rata-rata lama belajar hingga 12 tahun; (4)

memberi peluang kepada masyarakat yang ingin menuntaskan pendidikan paket A setara SD, paket B setara SMP dan paket C setara SMA dengan mutu yang baik; (5) melayani peserta didik yang memerlukan pendidikan akademik dan kecakapan hidup secara fleksibel untuk mengaktualisasikan diri sekaligus meningkatkan mutu kehidupannya.

Keberhasilan pelaksanaan kegiatan pembelajaran pendidikan keaksaraan khususnya paket C dilingkungan pendidikan nonformal akan sangat ditentukan oleh kompetensi dan ketersediaan tenaga kependidikan nonformal. Ketersediaan bisa dilihat dari jumlah tenaga kependidikan yang ada, kualifikasi tenaga kependidikan, lama mengajar, dan usia. Semakin banyak tenaga kependidikan nonformal yang tersedia dengan kualifikasi yang memadai dan semakin berpengalaman mereka, maka semakin baik kualitas kegiatan pembelajaran non formal tersebut.

Dalam kajian profil kompetensi Tutor PNF kali ini dibatasi pada tutor kesetaraan untuk program paket C. Tutor Kesetaraan dalam pedoman pemetaan kompetensi PTK-PNF melalui Lembaga Penjamin Mutu Pendidikan (LPMP) adalah tenaga yang berasal dari masyarakat yang bertugas dalam merencanakan, melaksanakan, mengevaluasi proses pembelajaran pada pendidikan kesetaraan.

Pemetaan tutor untuk program paket C di Kota Kupang belum pernah dilakukan dan peneliti memang melihat bahwa pola perekrutannya sudah mengikuti ketentuan umum yaitu orang yang berdomisili dekat dengan PKBM sehingga mengetahui keberadaan warga belajar dan proses pembelajaran bisa dilaksanakan berbasis kearifan lokal, namun terkadang para pengelola PKBM mengesampingkan pada penguasaan pengetahuan dan keterampilan fungsional serta pengembangan sikap dan kepribadian profesional oleh karena itu perlu dipetakannya para tutor paket C se - Kota Kupang. Hal ini sangat penting mengingat paket C setara SMA adalah pendidikan terakhir pada bangku sekolah bagi anak-anak yang tidak beruntung untuk bisa melanjutkan ke perguruan tinggi sehingga dengan bermodalkan ijazah tersebut digunakan untuk mencari kerja.

PENGKAJIAN

Makna Kompetensi

Kompetensi didefinisikan (Mitrani et.al, 1992; and Spencer, 1993) sebagai *an underlying characteristic's of an individual which is causally related to criterion-referenced effective and or superior performance in a job or situation*. Atau karakteristik yang mendasari seseorang dan berkaitan dengan efektifitas kinerja individu dalam pekerjaannya. Berangkat dari pengertian tersebut kompetensi seorang individu merupakan sesuatu yang melekat dalam dirinya yang dapat digunakan untuk memprediksi tingkat kinerjanya. Menurut Seema Sanghi (2007: 10) ada lima karakteristik dalam kompetensi seseorang yaitu:

- a. *Motives*, yaitu sesuatu dimana seseorang secara konsisten berpikir sehingga ia melakukan tindakan. Mitrani et al, menambahkan bahwa motives adalah "*drive, direct, and select behavior toward certain action or goals and away from others*".
- b. *Traits*, yaitu watak yang membuat orang berperilaku atau merespon sesuatu dengan caratertentu, seperti percaya diri (*self confidence*), kontrol diri (*self control*) dan ketabahan (*stress resistance*).
- c. *Self Concept*, yaitu sikap dan nilai-nilai yang dimiliki seseorang.
- d. *Knowledge*, yaitu pengetahuan yang dimiliki seseorang untuk bidang tertentu.
- e. *Skills*, yaitu keterampilan atau kemampuan untuk melaksanakan suatu tugas tertentu baiksecara fisik maupun mental.

Dari kelima karakteristik kompetensi tersebut kompetensi pengetahuan (*knowledge*) dan kompetensi keahlian (*skill*) cenderung bersifat lebih nyata (*visible*) dan relatif berada di permukaan sebagai salah satu karakteristik yang dimiliki manusia. Sedangkan konsep diri (*self concept*), watak (*traits*) dan motif (*motives*) kompetensi cenderung lebih tersembunyi dari dalam dan berada pada titik central kepribadian seseorang.

Selanjutnya menurut Spencer (1993) kompetensi dapat dibagi atas 2 (dua) kategori yaitu “*threshold competencies*” dan “*differentiating competencies*”. *threshold competencies* adalah karakteristik utama yang harus dimiliki oleh seseorang agar dapat melaksanakan pekerjaannya. Tetapi tidak untuk membedakan seorang yang berkinerja tinggi dan rata-rata. Sedangkan “*differentiating competencies*” adalah faktor-faktor yang membedakan individu yang berkinerja tinggi dan rendah. Misalnya seorang tutor harus mempunyai kemampuan utama mengajar, itu berarti pada tataran “*threshold competencies*”, selanjutnya apabila tutor dapat mengajar dengan baik, cara mengajarnya mudah dipahami dan analisisnya tajam sehingga dapat dibedakan tingkat kinerjanya maka hal itu sudah masuk kategori “*differentiating competencies*”.

Kompetensi tutor terdiri atas dua kelompok yakni kompetensi generik dan kompetensi spesifik. Kompetensi generik meliputi kompetensi pedagogik dan andragogik, kepribadian dan sosial, sedangkan kompetensi spesifik adalah kompetensi profesional. Kompetensi generik berlaku untuk semua jenis tutor, sementara kompetensi spesifik berlaku untuk masing-masing jenis tutor. Adapun elemen kompetensi tutor pendidikan kesetaraan khususnya paket C adalah sebagai berikut:

- 1) Kompetensi Pedagogik dan Andragogik meliputi: (1) Memahami karakteristik, kebutuhan, dan perkembangan peserta didik, (2) Menguasai konsep dan prinsip pendidikan, (3) Menguasai konsep, prinsip dan prosedur pengembangan kurikulum, (4) Menguasai teori, prinsip, dan strategi pembelajaran, (5) Menciptakan situasi pembelajaran yang interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberi ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian, (6) Menguasai konsep, prinsip, prosedur, dan strategi bimbingan belajar peserta didik, (7) Menguasai media pembelajaran termasuk teknologi komunikasi dan informasi dan (8) Menguasai prinsip, alat, dan prosedur penilaian proses dan hasil belajar.
- 2) Kompetensi Kepribadian meliputi: (1) Menampilkan diri sebagai pribadi yang jujur, mantap, stabil, dewasa, berwibawa serta arif dan bijaksana, (2) Berakhlak mulia dan menjadi teladan bagi peserta didik dan masyarakat sekitar, (3) Memiliki jiwa, sikap, dan perilaku demokratis, (4) Memiliki sikap dan komitmen terhadap profesi serta menjunjung kode etik pendidik.
- 3) Kompetensi Sosial meliputi: (1) Bersikap terbuka, objektif, dan tidak diskriminatif, (2) Berkomunikasi dan bergaul secara efektif dan santun dengan peserta didik. (3) Berkomunikasi dan bergaul secara kolegial dan santun dengan sesama tutor dan tenaga kependidikan, (4) Berkomunikasi secara empatik dan santun dengan orangtua/wali peserta didik serta masyarakat sekitar, (5) Beradaptasi dengan kondisi sosial budaya setempat dan (6) Bekerja sama secara efektif dengan peserta didik, sesama tutor dan tenaga kependidikan dan masyarakat sekitar.

Kompetensi profesional meliputi: (1) Menguasai substansi/materi pembelajaran sesuai standar kompetensi lulusan dan standar isi, (2) Menguasai konsep dan teori yang menaungi substansi/materi pembelajaran, (3) Memetakan hubungan substansi antar mata pelajaran, (4)

Memetakan hubungan antara substansi/materi pembelajaran dengan kehidupan sehari-hari, dan (5) Memanfaatkan teknologi informasi dan komunikasi untuk pengembangan diri dan profesi (BSNP: 2015).

Profil Kompetensi Pedagogik dan Andragogik Tutor Paket C

Seorang tutor sebagai agen pembelajaran, perlu memiliki kemampuan (*competency*) khusus, kemampuan yang tidak mungkin dimiliki oleh orang yang bukan tutor, karena tugas mengajar bukan hanya menyampaikan informasi, tetapi suatu proses mengubah perilaku peserta didik atau warga belajar. Oleh karena itu dalam proses pembelajaran terdapat kegiatan membimbing warga belajar agar berkembang sesuai dengan tugas perkembangannya, melatih keterampilan baik keterampilan intelektual maupun keterampilan motorik, memotivasi warga belajar agar tetap semangat menghadapi berbagai rintangan dan tantangan, kemampuan merancang dan menggunakan berbagai media dan sumber belajar untuk menambah efektivitas mengajarnya.

Kemampuan-kemampuan tersebut harus dimiliki tutor, maka tugas tutor adalah sebagai tugas profesional, yakni sebagai tugas yang hanya dilakukan oleh orang-orang tertentu, sesuai apa yang diungkapkan Cooper, 1990 dalam (Sanjaya, 2005: 142) bahwa: *"A professional is a person who processes some specialized knowledge and skills, can weigh alternatives and can select from among a number of potentially productive actions one that is particularly appropriate in a given situation"*.

Kita meyakini bahwa pekerjaan tutor adalah pekerjaan profesional yang memiliki karakteristik: (1) pekerjaan ditunjang oleh suatu ilmu tertentu secara mendalam; (2) pekerjaan yang menekankan pada suatu keahlian dalam bidang tertentu yang spesifik sesuai dengan profesinya; (3) tingkat kemampuan dan keahlian dalam melaksanakan tugas pekerjaannya didasarkan pada latar belakang pendidikan tertentu yang diakui, dan (4) pekerjaan yang dibutuhkan oleh masyarakat dan memiliki dampak terhadap sosial kemasyarakatan.

Seorang tutor dalam melaksanakan tugas mengajarnya, perlu ditunjang dengan kompetensi yang cukup, sesuai yang diungkapkan oleh Johnson (1974) dalam Sanjaya (2005: 108) bahwa: *"Competency as rational performance which satisfactorily meets the objective for a desired condition"*. Menurutnya bahwa kompetensi merupakan perilaku rasional untuk mencapai tujuan yang dipersyaratkan sesuai dengan kondisi yang diharapkan. Dengan demikian suatu kompetensi ditunjukkan oleh penampilan atau unjuk kerja (*performance*) yang dapat dipertanggungjawabkan dalam rangka mencapai suatu tujuan.

Sanjaya (2005: 145-146) selanjutnya menjelaskan bahwa, tugas tutor sebagai suatu profesi, terdapat sejumlah kompetensi yang harus dimiliki oleh seorang tutor, yakni: kompetensi kepribadian, profesional, dan sosial kemasyarakatan. Kompetensi kepribadian, merupakan kompetensi yang berhubungan dengan pengembangan kepribadian (*personal competencies*), yang meliputi antara lain: (1) kemampuan yang berhubungan dengan pengamalan ajaran agama sesuai dengan keyakinan agama yang dianutnya; (2) kemampuan untuk berperilaku sesuai dengan norma, aturan, dan sistem nilai yang berlaku di masyarakat; (3) mengembangkan sifat-sifat terpuji sebagai seorang tutor, misalnya sopan santun, dan tatakrama, dan (4) bersikap demokratis dan terbuka terhadap pembaruan dan kritik.

Dalam Peraturan Pemerintah Nomor 19 tahun 2005 tentang Standar Nasional Pendidikan, khususnya pada pasal 28 ayat 3, dijelaskan bahwa kompetensi pendidik sebagai agen pembelajaran meliputi kompetensi pedagogik, kompetensi kepribadian, kompetensi profesional, dan kompetensi sosial. Selanjutnya dijelaskan bahwa kompetensi pedagogik adalah kemampuan mengelola pembelajaran peserta didik yang meliputi pemahaman peserta didik, perancangan dan pelaksanaan pembelajaran, dan evaluasi pembelajaran. Kompetensi kepribadian adalah kemampuan kepribadian yang mantap, stabil, dewasa, arif dan berwibawa, menjadi teladan bagi peserta didik, dan berakhlak mulia. Kompetensi profesional adalah kemampuan penguasaan materi pelajaran secara luas dan mendalam yang memungkinkannya membimbing peserta didik memenuhi standar kompetensi yang ditetapkan. Kompetensi sosial adalah kemampuan pendidik sebagai bagian dari masyarakat untuk berkomunikasi dan bergaul secara efektif dengan peserta didik, sesama pendidik, orang tua peserta didik, dan masyarakat sekitar.

Tutor pendidikan kesetaraan paket C secara minimal harus memiliki empat kompetensi tersebut di atas. Salah satu kompetensi yang penting dan harus dikuasai tutor adalah kompetensi pedagogik dan andragogik, disamping kompetensi lainnya. Kompetensi pedagogik dan andragogik tutor program paket C secara ideal sesuai standar yang harus dipenuhi meliputi: (1) memahami peserta didik/warga belajar, dengan indikator esensialnya adalah: memahami warga belajar dengan memanfaatkan prinsip-prinsip perkembangan kognitif, memahami dengan prinsip-prinsip kepribadian, dan mengidentifikasi kebutuhan belajar warga belajar; (2) merancang pembelajaran, termasuk memahami landasan pendidikan untuk kepentingan pembelajaran. Subkompetensi ini memiliki indikator esensial, di antaranya: menerapkan teori belajar dan pembelajaran, menentukan strategi pembelajaran berdasarkan karakteristik warga belajar, menerapkan prinsip-prinsip andragogi, memahami kompetensi warga belajar yang ingin dicapai, memahami materi pembelajaran, serta menyusun rancangan pembelajaran berdasarkan strategi yang dipilih; (3) melaksanakan pembelajaran, subkompetensi ini memiliki indikator esensial di antaranya: menata latar (setting) pembelajaran, melaksanakan pembelajaran yang kondusif, serta menerapkan prinsip-prinsip andragogi; (4) merancang dan melaksanakan evaluasi pembelajaran, subkompetensi ini memiliki indikator esensial antara lain: melaksanakan penilaian proses dan hasil belajar secara berkesinambungan dengan berbagai metode, menganalisis hasil penilaian proses dan hasil belajar untuk menentukan tingkat ketuntasan belajar, serta memanfaatkan hasil penilaian pembelajaran untuk perbaikan kualitas program pembelajaran pendidikan nonformal secara keseluruhan; dan (5) mengembangkan warga belajar untuk mengaktualisasikan berbagai potensi yang dimilikinya, subkompetensi ini memiliki indikator esensial di antaranya: memfasilitasi warga belajar untuk mengembangkan berbagai potensi akademik, dan memfasilitasi warga belajar untuk meningkatkan berbagai potensi nonakademik, (BSNP: 2008).

Hakekat Pendidikan Kesetaraan

Salah satu program Pendidikan Non Formal adalah Pendidikan Kesetaraan, yang meliputi program Kelompok belajar paket A setara SD, Kelompok Belajar paket B setara SMP dan kelompok Belajar paket C setara SMA. Pendidikan non formal yang difokuskan dalam kajian ini adalah program pendidikan kesetaraan paket C. Pendidikan kesetaraan dimulai pada tahun 1980-an ketika pemerintah mencanangkan wajib belajar sembilan tahun, yaitu enam tahun di SD dan tiga tahun di SLTP atau yang sederajat. Pada saat itu pendidikan nonformal meluncurkan Program Paket A Setara SD dan Program Paket B Setara SLTP. Kedua program tersebut dinilai memiliki urgensi dan keberhasilan yang signifikan sehingga pada tahun 2000 dilanjutkan dengan program Paket C yang diperuntukkan bagi lulusan Paket B. Dalam

perkembangan selanjutnya program Paket C juga diperuntukkan bagi siswa sekolah formal yang tidak lulus SMA dan lulusan SMP yang ingin melanjutkan ke SMA. Sebagai bentuk pengakuan terhadap program Paket C, pada tahun 2001 untuk pertama kali pemerintah menyelenggarakan ujian nasional Paket C yang kemudian pengakuan pengesahannya dilakukan pada tahun 2004 (Dit Pendidikan Kesetaraan: 2006).

METODE PENELITIAN

Lokasi Penelitian

Penelitian dilakukan di kota Kupang, Provinsi NTT.

Populasi dan Sampel

Populasi penelitian ini adalah kelompok belajar Paket C pada PKBM di Kota Kupang. Pemilihan sampel kelompok belajar dilakukan secara *purposive*, dengan kriteria kelompok belajar berada pada PKBM Kota Kupang berjumlah 35 PKBM dan dari hasil wawancara dengan ketua Forum PKBM Kota Kupang didapati bahwa dari semua jumlah PKBM ternyata jumlah PKBM yang aktif dalam proses pembelajaran paket C hanya 12 PKBM saja.

Di setiap PKBM yang aktif diambil semua mata pelajaran yang diajarkan sehingga jumlahnya adalah 14 mata pelajaran. Awalnya untuk sampel akan ditentukan sejumlah 35 orang. Pemilihan tutor paket C tersebut menggunakan kriteria (1) aktif sebagai tutor paket C pada kelompok belajar pendidikan kesetaraan, (2) latar belakang pendidikan non-kependidikan, (3) kualifikasi S1, (4) umur maksimal 35 tahun dan (5) tutor direkrut dari masyarakat yang belum berstatus pegawai negeri sipil. Setelah dilakukan kunjungan lapangan ke 12 PKBM yang akan menjadi objek penelitian, maka diputuskan akan mengambil semua tutor paket C sebagai objek penelitian dengan alasan kemudahan akses menjangkau lokasi serta keorisilan data yang didapat dalam penelitian ini.

Pendekatan Penelitian

Pendekatan yang akan digunakan dalam penelitian ini adalah pendekatan kuantitatif. Dimana penelitian ini terukur dan hubungan sebab akibat. Pengkajian ini merupakan penelitian deskriptif (Sugiyono, 2007), dimana dikatakan deskriptif karena penelitian ini diarahkan guna memberi gambaran secermat mungkin mengenai individu, suatu keadaan, gejala maupun kelompok tertentu. Dalam hal ini untuk menggambarkan kompetensi tutor pada pendidikan kesetaraan khususnya paket C.

Teknik Pengumpulan Data

Pengumpulan data dilakukan melalui penyebaran angket yang berisikan tentang uji kompetensi. Untuk mengetahui kompetensi pedagogik dan andragogik tutor paket C, maka indikator-indikatornya adalah: (1) kemampuan untuk menguasai landasan kependidikan misalnya paham terhadap tujuan pendidikan yang harus dicapai, baik tujuan nasional, tujuan institusional, tujuan kurikuler, dan tujuan pembelajaran; (2) pemahaman terhadap tahap perkembangan warga belajar, dan teori-teori belajar; (3) kemampuan dalam penguasaan materi sesuai bidang studi yang diajarkannya; (4) kemampuan dalam mengaplikasikan berbagai metodologi dan strategi pembelajaran; (5) kemampuan memanfaatkan beragam media dan sumber belajar; (6) kemampuan dalam melaksanakan evaluasi pembelajaran; dan (7) kemampuan dalam menyusun program pembelajaran.

Berdasarkan instrumen angket tersebut untuk menilai kompetensi pedagogik dan andragogik menggunakan peringkat : a) selalu, b) kadang-kadang dan c) tidak pernah. Dimana tiga kategori memiliki bobot sebagai berikut: Sangat Baik = 5; Baik = 4; Sedang = 3; Kurang = 2;

dan Sangat kurang = 1. Kemudian setelah skor/bobot tersebut ditabulasi dan diolah, maka akan diketahui rata-rata dijadikan dasar untuk menyusun kriteria kompetensi tutor paket C

Analisis Data

Analisis data dilakukan secara kuantitatif yaitu melakukan perhitungan persentase dengan teknik yang digunakan deskriptif yaitu menjelaskan fenomena yang terjadi. Oleh karena itu setelah data dikumpulkan dan dianalisis untuk mengetahui kompetensi tutor Paket C dengan menggunakan formula rumus persentase sebagai berikut:

$$P = \frac{\sum X_i}{N} \times 100\%$$

Keterangan :

P : Persentase data

$\sum X_i$: Jumlah data yang masuk

N : Jumlah responden yang diteliti

HASIL DAN PEMBAHASAN

Pemetaan kompetensi tutor paket C berdasarkan instrumen angket penelitian yang telah dikumpulkan dan dianalisis. Studi kajian pemetaan ini bertujuan untuk mengumpulkan berbagai informasi yang berkaitan dengan kompetensi pedagogik dan andragogik tutor pendidikan kesetaraan paket C. Kajian ini dilakukan melalui pengumpulan informasi berkaitan dengan: (1) hasil-hasil penelitian lain yang relevan, (2) teori-teori yang mendukung terhadap kompetensi dan (3) analisis kompetensi pedagogik dan andragogik tutor kesetaraan paket C. Kegiatan kajian ini dilakukan dengan menggunakan teknik penyebaran angket pemetaan kompetensi tutor paket C tentang kualifikasi dan kompetensi tutor dalam melakukan kegiatan pembelajaran dan sekaligus untuk membuat profil kompetensi tutor. Angket instrumen ini disebarkan pada 12 PKBM yaitu PKBM BINTANG FLOBAMORA, PKBM HARAPAN BANGSA, PKBM EMPOWERING, PKBM PRATAMA, PKBM LAISMANEKAT, PKBM FINORIKEN, PKBM PURNAMA KASIH, PKBM TIBERIAS, SPNF-SKB Kota Kupang, PKBM OBOR TIMOR MINISTRY, PKBM ALICE, PKBM TUNAS HARAPAN sebagai penyelenggara program pendidikan kesetaraan paket C di Kota Kupang. Hasil studi kajian berdasarkan tahap kegiatan yang ditempuh dan tujuan yang hendak dicapai, diuraikan lebih lanjut sebagai berikut.

Kualifikasi Pendidikan Tutor

Studi kajian ini berdasarkan data dari Ketua Forum PKBM Kota Kupang, tercatat data tentang PKBM penyelenggara program paket C tahun 2018 yang melaksanakan pendidikan kesetaraan sebanyak 12 PKBM yang tersebar di Kota Kupang, dengan jumlah tutor 118 orang tutor dengan berbagai kualifikasi pendidikan yang beragam mulai dari kualifikasi SLTA, Diploma, S1 dan S2. Profil kualifikasi pendidikan tutor berdasarkan data sebagaimana tersebut dapat dilihat dalam tabel sebagai berikut

Tabel Profil Kualifikasi Pendidikan Tutor Paket C

NO	JENJANG PENDIDIKAN	JUMLAH	PERSENTASE
1	SLTA	5	4,23 %
2	Diploma/Sarjana Muda	1	0.85 %
3	Sarjana (S1)	108	91,53 %
4	Magister (S2)	4	3.39 %
JUMLAH		118	100 %

Berdasarkan data dalam tabel di atas diketahui bahwa persentase tertinggi kualifikasi tutor adalah kualifikasi SI (91.53%) dan kualifikasi tersebut umumnya adalah dari program S1 Pendidikan. Urutan kedua adalah kualifikasi SMA (4.23%), dan kualifikasi S2 (3,39%) sedangkan Diploma/Sarjana Muda menempati urutan terakhir (0,85%). Dalam konteks implementasi program pendidikan kesetaraan paket C, kenyataan ini menunjukkan bahwa kualifikasi tutor (*qualified*) dan ketidakcocokan (*miss-match*) antara bidang keahlian tutor di PKBM dengan tugas mengajarnya dalam pendidikan kesetaraan paket C pada setiap PKBM tersebut.

Temuan tersebut juga menunjukkan sebagian besar tutor kualifikasinya sudah sesuai syarat minimum tingkat pendidikan tetapi untuk keahlian mengajarnya yang masih belum sesuai dengan kualifikasi pendidikan. Kondisi ini makin memperkuat sinyalemen bahwa mutu pembelajaran dalam penyelenggaraan paket C pada PKBM rendah, dan sekaligus memperkuat anggapan bahwa pengembangan dan peningkatan kompetensi tutor pada PKBM sangat dibutuhkan.

Terkait dengan standar tutor sebagaimana yang dipersyaratkan dalam Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005, tutor adalah pendidik yang harus memiliki kualifikasi akademik dan kompetensi sebagai agen pembelajaran. Mengacu pada pasal 29 pada peraturan tersebut, kualifikasi akademik minimal tutor kesetaraan paket C adalah D-IV atau S1. Berdasarkan data temuan hasil survei sebagaimana dijelaskan di atas, dan dalam konteks implementasi program kesetaraan paket C, jika dikaitkan dengan ketentuan sebagaimana disebutkan dalam peraturan pemerintah tersebut, jelas bahwa tutor kesetaraan paket C di PKBM sebagian besar (94,9%) telah memenuhi standar kualifikasi akademik minimal sebagaimana yang dipersyaratkan. Sedangkan di sisi lain masih terjadinya *mismatch* bidang keahlian tutor dengan tugas yang dilakukan dalam pembelajaran mencapai (43%) mengakibatkan tidak terpenuhinya standar kompetensi sebagai tenaga tutor seharusnya.

Profil Kompetensi Pedagogik dan Andragogik Tutor

Untuk memperoleh gambaran tentang profil kompetensi tutor, pada kegiatan studi kajian ini dengan menyebarkan angket instrumen terhadap 118 orang tutor yang merupakan tutor dari masing-masing PKBM di Kota Kupang. Deskripsi tentang profil kompetensi tutor diangkat dari jawaban tutor melalui instrumen yang diberikan kepada mereka. Maka hasil analisa menunjukkan penguasaan kompetensi pedagogik dan andragogik tutor rata-rata hanya 51,3%. Profil kompetensi tutor diketahui berdasarkan pemahaman dan persepsi tutor terhadap indikator kompetensi. Temuan survei dalam studi kajian dapat dideskripsikan sebagai berikut:

- 1) Kemampuan dalam melakukan identifikasi kebutuhan belajar agar proses pembelajaran dapat terarah. Hal ini dari data angket instrumen menunjukan bahwa tutor 40% sangat baik, 30% berada pada kategori baik dan 30% berada pada kategori kurang baik.
- 2) Pemahaman Kurikulum program paket C, pemahaman tutor terhadap kurikulum kurang. Pemahaman tutor terhadap kurikulum mata pelajaran belum berkembang. Terbukti dari jumlah tutor yang di Angket instrumen dalam studi awal, hanya 10,0% yang menyatakan selalu berupaya memahami secara keseluruhan kurikulum mata pelajaran yang diajarkannya, dan 73,3% menyatakan hanya kadang-kadang berupaya memahami kurikulum, dan sisanya 16,7% menyatakan tidak pernah.
- 3) Penyusunan Program Pembelajaran Tahunan, penguasaan tutor di dalam penyusunan program pembelajaran tahunan kurang. Dari jumlah tutor yang di Angket instrumen dalam studi awal, hanya 6,7% yang menyatakan selalu menyusun program tahunan.

43,3% menyatakan kadang-kadang menyusun, dan 26,7% menyatakan tidak pernah menyusun program tahunan.

- 4) Penyusunan Program Pembelajaran Semester, penguasaan tutor dalam penyusunan program pembelajaran semester kurang. Dari jumlah tutor yang di Angket instrumen pada studi awal, hanya 20,0% yang menyatakan selalu menyusun program semester. 56,7% menyatakan tidak pernah menyusun, dan 23,3% menyatakan kadang-kadang menyusun. Penguasaan tutor dalam penyusunan program semester belum berkembang.
- 5) Penyusunan silabus mata pelajaran yang diajarkan, penguasaan tutor pada penyusunan silabus kurang. Dari jumlah tutor yang diteliti pada studi pendahuluan, hanya 20,0% menyatakan selalu menyusun silabus mata pelajaran yang diajar. 63,3% menyatakan hanya kadang-kadang menyusun, dan 16,7% menyatakan tidak pernah menyusun program silabus. Penguasaan tutor dalam mengembangkan pembuatan silabus mata pelajaran yang diajar belum berkembang.
- 6) Penyusunan Persiapan Mengajar, kebiasaan tutor menyusun persiapan mengajar kurang. Dari jumlah tutor yang diteliti dalam Angket instrumen dari studi pendahuluan hanya 26,7% menyatakan selalu menyusun persiapan mengajar ketika akan melaksanakan pembelajaran. 46,7% menyatakan hanya kadang-kadang menyusun, dan 26,7% menyatakan tidak pernah menyusun persiapan mengajar. Penyusunan persiapan mengajar belum berkembang sebagai kebiasaan yang dilakukan oleh tutor dalam melaksanakan pembelajaran.
- 7) Penjabaran Kurikulum ke dalam Program Pembelajaran, pemahaman tutor dalam menjabarkan kurikulum ke dalam program pembelajaran (program tahunan dan semester) kurang. Dari jumlah tutor yang diteliti dalam Angket instrumen pada studi awal, 70,0% menyatakan kadang-kadang menjabarkan kurikulum ke dalam program pembelajaran. Hanya 10,0% yang menyatakan selalu menjabarkan, dan 20,0% tidak pernah menjabarkan kurikulum ke dalam program pembelajaran. Pemahaman tutor dalam hal menjabarkan kurikulum mata pelajaran belum berkembang.
- 8) Pemahaman Menyusun Persiapan Mengajar, pemahaman tutor pada penyusunan persiapan mengajar kurang. Dari jumlah tutor yang diteliti, 70,0% menyatakan pernah berupaya memahami menyusun persiapan mengajar. Hanya 30,0% yang menyatakan selalu berupaya memahami menyusun persiapan mengajar.
- 9) Meningkatkan penguasaan materi bahan pembelajaran, penguasaan tutor terhadap materi bahan pembelajaran kurang. Dari jumlah tutor yang diteliti, 40,7% menyatakan kadang-kadang berupaya meningkatkan penguasaan materi bahan pembelajaran dalam mata pelajaran yang diajarkannya. Hanya 40,0% yang menyatakan selalu menguasai materi bahan pembelajaran pada setiap mengajar, dan 20,0% menyatakan tidak pernah.
- 10) Pengembangan Materi Pelajaran, kemampuan tutor mengembangkan materi pembelajaran kurang. Dari jumlah tutor yang diteliti, 43,3% menyatakan hanya kadang-kadang mengembangkan materi ketika melaksanakan pembelajaran. Hanya 30,0% yang menyatakan selalu mengembangkan materi pembelajaran, dan 26,7% menyatakan tidak pernah mengembangkan.
- 11) Penggunaan Media dan Sarana Pendukung Lain dalam Pembelajaran, penggunaan media dan sarana pendukung lain dalam melaksanakan pembelajaran kurang. Dari jumlah tutor yang diteliti, 53,3% menyatakan kadang-kadang saja menggunakan media dan sarana pendukung lain dalam pembelajaran. Hanya 46,7% yang menyatakan selalu menggunakan media dan sarana pendukung lain dalam pembelajaran. Penggunaan media pembelajaran belum berkembang, dimungkinkan karena fasilitas yang ada di PKBM masih kurang, sehingga belum menunjang

sepenuhnya terhadap pengembangan kemampuan tutor dalam penggunaan media dan sarana pendukung dalam pembelajaran.

- 12) Mengembangkan Sumber Belajar, kemampuan tutor mengembangkan penggunaan sumber belajar kurang. Dari jumlah tutor yang diteliti, 60,0% menyatakan kadang-kadang mengembangkan sumber lain selain menggunakan buku paket siswa/warga belajar yang dimiliki. Hanya 40,0% yang menyatakan selalu menggunakan sumber belajar yang beragam. Penggunaan sumber belajar secara beragam dalam melaksanakan pembelajaran oleh tutor belum berkembang.
- 13) Pelaksanaan Bimbingan Terhadap Warga Belajar. kemampuan tutor melaksanakan bimbingan untuk mengatasi kesulitan belajar warga belajar cukup. Dari jumlah tutor yang diteliti, 56,7% menyatakan selalu melakukan bimbingan untuk mengatasi kesulitan warga belajar. 26,7% menyatakan hanya kadang-kadang saja melakukan bimbingan, dan 16,7% menyatakan tidak pernah melakukan bimbingan. Bimbingan untuk meningkatkan prestasi belajar warga belajar oleh tutor, sudah cukup berkembang.
- 14) Pembuatan media sendiri untuk efektivitas pembelajaran, dari data Angket instrumen menunjukkan bahwa tutor dalam kegiatan pembelajaran, 10,0% selalu membuat media sendiri, kemudian 23,3% tidak pernah membuat media sendiri, dan 66,7% kadang-kadang membuat media pembelajaran sendiri.
- 15) Penyusunan Tes Hasil Belajar, kemampuan tutor dalam menyusun tes hasil belajar (untuk setiap unit materi pembelajaran) kurang. Dari jumlah tutor yang diteliti, 36,7% menyatakan hanya kadang-kadang saja menyusun tes hasil belajar pada unit materi pembelajaran. Hanya 40,0% yang menyatakan selalu menyusun tes hasil belajar untuk setiap unit materi pembelajaran, dan 23,3% menyatakan tidak pernah menyusun tes hasil belajar untuk setiap unit materi pembelajaran.
- 16) Pelaksanaan Evaluasi Formatif dalam Pembelajaran, pelaksanaan evaluasi formatif oleh tutor kurang. Dari jumlah tutor yang diteliti, 53,3% menyatakan hanya kadang-kadang saja melaksanakan evaluasi formatif. Hanya 33,3% yang menyatakan selalu. Melaksanakan evaluasi formatif, dan 13,3 % menyatakan tidak pernah melaksanakan evaluasi formatif.
- 17) Pengembangan Potensi dan Prestasi Warga Belajar, mengembangkan potensi dan prestasi belajar warga belajar kurang. Dari jumlah tutor yang diteliti, 63,3% menyatakan kadang-kadang merencanakan kegiatan bimbingan untuk pengembangan potensi dan prestasi belajar warga belajar. Hanya 26,7% yang menyatakan selalu menyusun rencana bimbingan untuk mengembangkan potensi dan prestasi belajar warga belajar, dan 10,0% menyatakan tidak pernah merencanakan bimbingan.
- 18) Pengembangan Data Hasil Belajar Warga Belajar, tutor merencanakan mengembangkan data hasil belajar warga belajar baik. Dari jumlah tutor yang diteliti, 76,6% menyatakan selalu merencanakan untuk mengembangkan data hasil belajar warga belajar. 23,3% menyatakan hanya kadang-kadang saja merencanakan untuk mengembangkan data hasil belajar warga belajar.
- 19) Penyusunan rencana bimbingan dan konseling pada warga belajar , tutor yang melakukan penyusunan rencana bimbingan dan konseling pada warga belajar, hasil Angket instrumen menunjukkan, 16,7% tidak pernah, 56,7% kadang-kadang dan 26,7% selalu membuat rencana bimbingan dan konseling pada warga belajar.
- 20) Pelaksanaan Pembelajaran Sesuai Rencana Pembelajaran, tutor melaksanakan pembelajaran kurang didasarkan pada rencana pembelajaran. Dari jumlah tutor yang diteliti hanya 26,7% menyatakan selalu melaksanakan pembelajaran sesuai rencana pembelajaran. 66,7% menyatakan kadang-kadang saja melaksanakan pembelajaran

berdasarkan rencana pembelajaran. dan 6,7% menyatakan tidak pernah melaksanakan pembelajaran didasarkan pada rencana pembelajaran.

- 21) Sistematika Pelaksanaan Pembelajaran, tutor melaksanakan pembelajaran yang sistematis kurang. Dari jumlah tutor yang diteliti, 43,3% menyatakan kadang-kadang melaksanakan pembelajaran sistematis. Hanya 30,0% yang menyatakan bahwa pembelajaran yang dilaksanakan selalu sistematis, dan 26,7% menyatakan melaksanakan pembelajaran tidak pernah sistematis.
- 22) Penggunaan Metode Pembelajaran yang Variatif, kemampuan tutor menggunakan metode pembelajaran kurang. Dari jumlah tutor yang diteliti, hanya 40,0% menyatakan selalu menggunakan metode mengajar yang variatif. 36,7% menyatakan kadang-kadang saja menggunakan metode mengajar yang variatif, dan 23,3% menyatakan tidak pernah menggunakan metode mengajar bermacam-macam (variatif) dalam melaksanakan pembelajaran.
- 23) Pemberian Latihan untuk Meningkatkan Hasil Belajar, tutor memberikan latihan untuk meningkatkan hasil belajar warga belajar kurang. Dari jumlah tutor yang diteliti, hanya 50,0% menyatakan selalu memberikan latihan dalam rangka memantapkan atau meningkatkan hasil belajar warga belajar. 30,0% menyatakan hanya kadang-kadang memberikan latihan, dan 20,0% menyatakan tidak pernah memberikan latihan kepada warga belajar.
- 24) Pengembangan Motivasi Belajar Warga Belajar, Tutor mengembangkan motivasi belajar warga belajar cukup. Dari jumlah tutor yang diteliti, 23,3% menyatakan selalu memotivasi warga belajar dalam pelaksanaan pembelajaran. 76,7% tutor menyatakan hanya kadang-kadang memberikan motivasi warga belajar dalam melaksanakan pembelajaran. Kemampuan tutor memotivasi warga belajar untuk mencapai hasil belajar yang optimal sudah berkembang.
- 25) Dalam pembelajaran terjadi interaksi antara tutor dan warga belajar, tutor yang dalam pembelajaran terjadinya interaksi dengan warga belajar dari hasil Angket instrumen menunjukkan bahwa, 26,7% kadang-kadang dan 73,3% selalu menunjukkan adanya interaksi antara tutor dengan warga belajar dalam kegiatan pembelajaran.
- 26) Pembuatan rencana persiapan pembelajaran memperhatikan karakteristik warga belajar, tutor yang melakukan pembuatan rencana persiapan pembelajaran dengan memperhatikan karakteristik warga belajar dari hasil Angket instrumen menunjukkan bahwa, 10,0% tidak pernah, 13,3% kadang-kadang dan 76,7% selalu membuat rencana persiapan pembelajaran dengan memperhatikan karakteristik warga belajar.
- 27) Pemanfaatan teknologi informasi dalam pembelajaran (internet), tutor yang memanfaatkan teknologi informasi (internet) dalam pembelajaran dari hasil Angket instrumen menunjukkan hasil bahwa, 13,3% tidak pernah, 16,7% kadang-kadang dan 70,0% selalu memanfaatkan teknologi informasi (internet) dalam pembelajarannya.
- 28) Pemanfaatan sumber belajar yang ada dilingkungan sekitar, tutor yang melakukan pemanfaatan sumber belajar yang ada dilingkungan sekitar dalam pembelajaran dari hasil Angket instrumen menunjukkan bahwa, 16,7% tidak pernah, 10,0% kadang-kadang, dan 73,3% selalu memanfaatkan sumber belajar yang ada dilingkungan sekitarnya dalam kegiatan pembelajaran.
- 29) Melaksanakan kegiatan pembelajaran remedial, tutor yang melakukan kegiatan pembelajaran remedial dari hasil Angket instrumen menunjukkan bahwa, 6,7% tidak pernah, dan 93,3% kadang-kadang melaksanakan kegiatan pembelajaran remedial jika diperlukan.

SIMPULAN

Berdasarkan hasil penelitian tersebut di atas, maka dapat disimpulkan bahwa:

- 1) Persentase tertinggi kualifikasi tutor adalah kualifikasi S1 (91.53%). kualifikasi tersebut umumnya adalah dari program S1 Pendidikan. Urutan kedua adalah kualifikasi SMA (4.23%), dan kualifikasi S2 (3,39%) sedangkan Diploma/Sarjana muda menempati urutan terakhir (0,85%) Hal in menunjukkan sebagian besar tutor kualifikasinya sudah *qualified* dan hanya keahlian mengajarnya yang masih *mismatch*.
- 2) Profil kompetensi pedagogik dan andragogik tutor paket C rata-rata masih 51,3%. Kompetensi tutor diketahui berdasarkan pemahaman dan persepsi tutor terhadap indikator (1) kemampuan untuk menguasai landasan kependidikan misalnya paham terhadap tujuan pendidikan yang harus dicapai, baik tujuan nasional, tujuan institusional, tujuan kurikuler, dan tujuan pembelajaran; (2) pemahaman terhadap tahap perkembangan warga belajar, dan teori-teori belajar; (3) kemampuan dalam penguasaan materi sesuai bidang studi yang diajarkannya; (4) kemampuan dalam mengaplikasikan berbagai metodologi dan strategi pembelajaran; (5) kemampuan memanfaatkan beragam media dan sumber belajar; (6) kemampuan dalam melaksanakan evaluasi pembelajaran; dan (7) kemampuan dalam menyusun program pembelajaran.

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EXISTENCE OF GUIDANCE AND COUNSELING SERVICES IN JUNIOR HIGH SCHOOLS, HIGH SCHOOLS / VOCATIONAL SCHOOLS IN KOTA KUPANG

Khetye Romelya Saba¹⁾, Putu Agus Indrawan²⁾, Febriana³⁾

¹⁾ khetyesaba@staf.undana.ac.id

²⁾ putu.indrawan@staf.undana.ac.id

³⁾ febrianamiracle@gmail.com

ABSTRACT

This study aims to determine the level of existence of Guidance and Counseling services in schools provided by the Guidance and Counseling (G&C) teacher to students. This study uses survey research methods with an evaluation approach on the aspects of guidance and counseling services, aspects of teacher competences, and aspects of service management. The sample of this study used a cluster random sampling method, with 17 G&C teachers and 360 students in junior and senior high schools, vocational schools. The results of the study; first, the aspects of guidance and counseling services were in the high category in the guidance curriculum service, the moderate category in the responsive service and individual planning services. Secondly, aspects of teacher competences, two of the 17 G&C teachers are non-graduate teachers of guidance and counseling. Only 12 teachers belong to the local Guidance and counseling teacher organization and all guidance and counseling teachers have high personal competence. Third, the service management aspect, only two teachers who understood the operational guidelines for providing guidance and counseling services (POP BK) in schools. Only 15 teachers conduct needs assessment before designing a service program for students.

Keywords: *Guidance and Counseling Services, Teacher Guidance and Counseling*

PENDAHULUAN

Pendidikan di sekolah diselenggarakan secara komprehensif dan holistik. Artinya, pendidikan tersebut tidak hanya menyangkut aspek kognitif dan psikomotor tetapi juga afektif (pendidikan karakter). Oleh karena itu, pembelajaran yang bersifat akademis mesti didukung oleh berbagai kegiatan non-akademis baik di dalam kelas maupun di luar kelas untuk membentuk keholistikan hidup seorang siswa.

Banyaknya tugas dan peran guru seperti kegiatan belajar mengajar dan tugas administratif, maka kehadiran seorang guru Bimbingan dan Konseling (guru BK) sangat dibutuhkan di sekolah. Peran dari guru BK tersebut adalah membantu pembentukan karakter dan juga karir siswa di sekolah saat sekarang dan lanjutan nanti. Dengan demikian, sudah semestinya kehadiran guru BK tidak hanya menjadi guru bagi siswa tetapi juga tempat berbagi cerita serta tempat merencanakan masa depan siswa.

Harapan siswa terhadap guru BK pada kenyataannya sangat berbeda. Berdasarkan laporan hasil Praktek Pengenalan Lingkungan oleh mahasiswa di beberapa sekolah di Kota Kupang masih terdapat guru BK yang ditakuti oleh siswa dan masih mendapat stigma sebagai polisi sekolah. Beberapa sekolah juga tidak mengimplementasikan Permendikbud Nomor 111 Tahun 2014 pasal 6 ayat 4 tentang penyelenggaraan Layanan BK di kelas dengan beban belajar 2 jam per-minggu. Ada sekolah yang tidak menyediakan jam pelajaran bagi guru BK bahkan ada sekolah yang tidak memiliki guru BK namun menunjukkan furu mata pelajaran bertanggung jawab sebagai guru BK. Kenyataan yang diuraikan di atas berbeda dengan

penelitian Nugroho (2014) menunjukkan bahwa siswa di SMPN I Banguntapan Bantul memiliki persepsi yang baik terhadap kinerja guru BK termasuk pemberian layanan BK.

Peran guru BK termasuk dalam memberikan layanan BK memiliki daya guna atau manfaat yang besar dalam proses pendidikan dan pembelajaran. Kurikulum 2013 mengharuskan peserta didik menentukan peminatan akademik, vokasi dan pilihan lintas peminatan yang memerlukan layanan BK. Hal ini menunjukkan pentingnya peran layanan BK yang diberikan oleh guru BK. Menyadari akan pentingnya peran guru BK dan layanan BK, maka dipandang perlu untuk melakukan penelitian tentang eksistensi layanan BK di sekolah menengah dan sederajat di Kota Kupang.

METODE

Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan metode *survey*. Dalam metode *survey*, peneliti mendeskripsikan secara kuantitatif kecenderungan-kecenderungan, perilaku-perilaku atau opini-opini dari suatu populasi dengan meneliti sampel dari populasi penelitian (Creswell, 2010). Populasi dalam penelitian ini adalah siswa-siswa SMP, SMA/SMK dan Sekolah sederajat di Kota Kupang, Provinsi Nusa Tenggara Timur. Pemilihan responden penelitian yang tepat merupakan salah satu langkah untuk memperoleh data penelitian yang akurat. Penentuan sampel dalam penelitian ini dilakukan berdasarkan *cluster* dan proposional yaitu sampel diambil berdasarkan wilayah/daerahnya dan dari setiap wilayah diambil sampel yang mewakili wilayah tersebut. Di bawah ini merupakan tabel sebaran sampel penelitian.

Tabel 1. Sebaran Sampel Penelitian “Eksisistensi Layanan Bimbingan dan Konseling di Sekolah Menengah di Kota Kupang”

Sekolah Menengah di Kota Kupang				
No	Cluster/ Kecamatan di kota Kupang	Nama Sekolah	Jumlah siswa (orang)	Jumlah Guru (orang)
1	Alak	SMPN.6 Kupang	20	1
		SMAN.8 Kupang	20	1
		SMKN.7 Kupang	20	1
2	Kota Lama	SMKN.2 Kupang	20	1
3	Kelapa Lima	SMPN.5 Kupang	20	1
		SMAN.4 Kupang	20	1
		SMKN.3 Kupang	20	1
4	Maulafa	SMPN.3 Kupang	20	1
		SMAN.7 Kupang	20	1
		SMKN.8 Kupang	20	1
5	Kota Raja	SMP Kristen Mercusuar	20	1
		SMA Kristen 1 Kupang	20	1
		SMKN.5 Kupang	20	1
6	Oebobo	SMPN.2 Kupang	20	1
		SMKN.1 Kupang	20	1
		SMAN.5 Kupang	20	1
		SMP Kristen Citra Bangsa Kupang	20	1
		SMA Kristen Citra Bangsa Kupang	20	1
Jumlah			360	18

Sementara itu, instrumen penelitian yang digunakan berupa angket yang memuat pernyataan tentang layanan BK yang diberikan ke responden untuk memperoleh informasi eksistensi layanan Bimbingan dan Konseling di Sekolah Menengah. Selain itu, peneliti mengumpulkan informasi tambahan/pendukung lain dengan menggunakan panduan/daftar pertanyaan yang dipakai dalam wawancara dan panduan diskusi (FGD) yang melibatkan guru BK dan siswa sebagai perwakilan dari sekolah.

Proses analisis data dalam penelitian ini adalah dengan analisis deskriptif untuk memperoleh gambaran tentang eksistensi layanan Bimbingan dan Konseling di Sekolah Menengah dan Sekolah sederajat di Kota Kupang. Data yang diperoleh dari angket yang disebarakan dianalisis menggunakan analisis deskriptif. Sedangkan, hasil wawancara dan FGD dibuat suatu rangkuman dan kesimpulan sebagai data pendukung dalam penelitian ini.

DISKUSI

Penulis akan memaparkan hasil temuan dalam penelitian ini yang terbagi menjadi tiga deskripsi, yaitu;

1. Deskripsi Layanan BK di Sekolah Menengah.

Gambaran mengenai layanan yang BK yang telah diterima oleh siswa di sekolah, dapat dilihat pada tabel 2 di bawah ini.

Tabel 2. Hasil Survey Layanan BK di Sekolah Menengah

No	Nama Sekolah	Layanan Dasar	Layanan Responsif	Layanan Perencanaan Individual
1	SMPN.6 Kupang	0.75	0.55	0.60
2	SMAN.8 Kupang	0.73	0.52	0.66
3	SMKN.7 Kupang	0.77	0.61	0.54
4	SMKN.2 Kupang	0.86	0.80	0.72
5	SMPN.5 Kupang	0.85	0.74	0.52
6	SMAN.4 Kupang	0.80	0.54	0.72
7	SMKN.3 Kupang	0.78	0.65	0.71
8	SMPN.3 Kupang	0.68	0.50	0.41
9	SMAN.7 Kupang	0.79	0.58	0.81
10	SMKN.8 Kupang	0.64	0.47	0.55
11	SMP Kristen Mercusuar	0.61	0.58	0.47
12	SMA Kristen 1 Kupang	0.79	0.70	0.50
13	SMKN.5 Kupang	0.66	0.50	0.65
14	SMPN.2 Kupang	0.78	0.52	0.38
15	SMKN.1 Kupang	0.58	0.47	0.32
16	SMAN.5 Kupang	0.84	0.64	0.98
17	SMP Kristen Citra Bangsa Kupang	0.94	0.71	0.89
18	SMA Kristen Citra Bangsa Kupang	0.68	0.65	0.64

No	Nama Sekolah	Layanan Dasar	Layanan Responsif	Layanan Perencanaan Individual
	Rekap	0.75	0.60	0.62
	% Eksistensi layanan BK	75.17	59.61	61.50

Hasil survey layanan BK Sekolah Menengah di kota Kupang menunjukkan bahwa layanan dasar merupakan layanan dikategori tinggi/paling banyak diterima oleh siswa dengan presentasi 75,17%. artinya, tingkat keterlaksanaan dan kebermanfaatan layanan dasar yang diberikan kepada siswa sudah tinggi. Siswa sudah merasakan manfaat dari jenis-jenis layanan pada komponen layanan dasar tersebut. Sehingga disarankan untuk terus ditingkatkan dengan memberikan layanan yang proporsional kepada siswa.

Layanan responsif dan layanan perencanaan individual berada pada kategori sedang dengan presentasi 59,61% untuk layanan responsive, artinya tingkat keterlaksanaan dan kebermanfaatan layanan responsif yang diberikan kepada siswa kategori Sedang. Siswa sudah merasakan manfaat dari jenis-jenis layanan pada komponen layanan responsif tersebut. Sehingga disarankan untuk terus ditingkatkan dengan memberikan layanan secara terstruktur dan proporsional kepada siswa.

Sedangkan 61,50% untuk layanan perencanaan individual, artinya tingkat keterlaksanaan dan kebermanfaatan layanan dasar yang diberikan kepada siswa kategori sedang. Siswa sudah merasakan manfaat dari jenis-jenis layanan pada komponen layanan perencanaan individual tersebut. Sehingga disarankan untuk terus ditingkatkan dengan memberikan layanan secara terstruktur dan proporsional kepada siswa. Berdasarkan hasil survey data tersebut di atas dapat disimpulkan bahwa layanan BK komprehensif Sekolah Menengah di kota Kupang cukup eksis.

2. Deskripsi Kompetensi Guru BK

Sampel penelitian ini adalah 18 Sekolah Menengah di kota Kupang, ada 1 Sekolah Menengah yang tidak memiliki guru BK. Guru BK di sekolah tersebut mengundurkan diri pada bulan Februari 2019. Sebelumnya, guru BK di sekolah tersebut diberikan 2 jam pelajaran. Dengan demikian 17 koordinator/guru BK yang berhasil di wawancara.

Hasil wawancara dengan Koordinator/Guru BK Sekolah Menengah di kota Kupang menunjukkan bahwa sebagian besar yaitu 88.23% atau 15 guru BK berlatar belakang pendidikan Sarjana Bimbingan dan Konseling, sedangkan 11.76% atau 2 guru BK berlatar belakang pendidikan Non Sarjana BK.

Dalam pemberian layanan BK, guru BK yang menggunakan referensi/sumber dari internet maupun buku sebesar 76,47% atau 13 orang. Jenis layanan Bimbingan dan Konseling yang paling sering digunakan oleh guru BK adalah layanan konseling individual yaitu sebesar 100% atau 17 orang. 17 guru BK (100%), telah menerapkan manajemen BK dengan baik antara lain membuat program layanan BK, menggunakan POP BK, menyediakan sarana dalam memberikan layanan BK, membuat laporan dan evaluasi serta tindak lanjut pemberian layanan BK, menjaga kode etik BK, melakukan referral siswa ke ahli/orang yang berkompeten sesuai masalah yang dihadapi siswa.

Tujuh belas guru BK Sekolah Menengah (100%), memiliki kompetensi kepribadian dan kompetensi sosial yang ditunjukkan melalui sikap sopan, ramah kepada siswa; memiliki kedekatan dengan siswa dimana guru Bimbingan dan Konseling menjadi tempat siswa untuk mencurahkan isi hati dan permasalahan yang sedang dialami. Dalam menjalankan layanan Bimbingan dan Konseling, guru BK juga bekerja sama dengan orang tua, wali kelas, guru mata pelajaran, Wakil Kepala Sekolah Kurikulum dan Wakil Kepala Sekolah Kesiswaan bahkan dengan Kepala Sekolah sebagai pimpinan sekolah. 12 guru BK Sekolah Menengah (70,58%), tergabung dalam organisasi profesi seperti MGBK (Musyawarah Guru Bimbingan dan Konseling) baik di tingkat SMP maupun SMA bahkan ada yang merupakan pengurus MGBK.

3. Deskripsi Manajemen BK

Manajemen BK sudah dilaksanakan oleh 15 Sekolah Menengah (88,23%), antara lain adanya instrument *need assessment*, program layanan BK yang disusun bulanan, semesteran dan tahunan, menggunakan strategi bimbingan klasikal/kelompok, dan layanan konseling kelompok/individual, membuat laporan layanan BK, evaluasi dan tindak lanjut dari evaluasi.

Penyusunan program layanan BK dilaksanakan di semua sekolah. Program tersebut belum memenuhi standar POP BK. Dari 17 guru BK yang diwawancara, hanya 2 guru BK (11,76%) yang memahami standar POP BK. Ketersediaan guru BK di setiap Sekolah Menengah tidak sebanding dengan rasio siswa yang ada di sekolah. Hal ini terjadi di 12 Sekolah Menengah (66,66%) yang menjadi sampel penelitian.

Berdasarkan hasil kuisioner yang disebarkan kepada siswa sekolah menengah di Kota Kupang dapat dipahami bahwa pemberian layanan dasar berada pada kategori tinggi, sementara layanan responsif dan perencanaan individual berada pada kategori sedang. Hasil kuisioner tersebut diperkuat dari hasil wawancara dan studi dokumentasi. Secara kajian komprehensif dari ketiga instrumen pengumpulan data tersebut terdapat beberapa kegiatan yang tidak berjalan sesuai standarnya. Beberapa kegiatan yang tidak berjalan sesuai standar seperti;

a) Jumlah jam layanan secara klasikal

Sebagaimana yang diamanatkan dalam Permendikbud nomor 111 tahun 2014 bahwa jumlah jam layanan Bimbingan dan Konseling di dalam kelas sebanyak 2 JP (Jam Pembelajaran), namun kenyataannya dominan sekolah tidak mendapatkan jam layanan tersebut. Hal tersebut terjadi karena padatnya jumlah jam mata pelajaran yang tidak mampu dikelola baik oleh pimpinan sekolah. Layanan bimbingan secara klasikal dirancang dan dilaksanakan sistematis yang dapat diimplementasikan melalui kegiatan rutin terjadwal di dalam kelas setiap minggu.

Layanan klasikal ini masuk dalam komponen layanan dasar bertujuan mengembangkan kemampuan penyesuaian diri yang efektif sesuai dengan tugas-tugas perkembangan secara optimal (Permendikbud, 2014). Bentuk-bentuk layanan dasar yang lain diantaranya layanan bimbingan kelompok, layanan tersebut membantu dalam pengembangan diri secara optimal (Yusuf & Nurihsan, 2009). Pelaksanaan layanan ini ditemukan bahwa guru-guru BK tidak secara efektif melaksanakannya dikarenakan tidak adanya jam layanan yang terjadwal ke kelas. Sementara ini, guru BK memberikan layanan dasar kepada siswa jika guru mata pelajaran tidak memberikan pelajaran. Keterbatasan tersebut sebagian besar sekolah mengalami kesulitan yang sama. Guru-guru BK sudah mengupayakan agar diberikan jam layanan secara terjadwal namun

pertimbangan jumlah jam mata pelajaran dalam kurikulum 2013 menyebabkan jumlah jam sangat terbatas. Dengan demikian pihak sekolah mendahulukan layanan mata pelajaran.

b) Pemahaman dalam penggunaan POP BK

Berdasarkan data di atas hanya 2 dari 17 guru BK yang memahami penggunaan POP BK. Sebagaimana yang disampaikan oleh Gysbers dan Henderson (2006) bahwa penyelenggaraan layanan BK di sekolah dimulai dari tahap Persiapan, Penyusunan, Pelaksanaan, dan Evaluasi. Pada tahap persiapan, guru BK melakukan pengumpulan data sesuai kebutuhan siswa untuk disusun menjadi sebuah program layanan. Dalam mengumpulkan data atau informasi tersebut, guru BK menggunakan teknik tes maupun teknik non tes. Selanjutnya tahap penyusunan, data atau informasi yang telah dikumpulkan lalu dianalisis dan siap disusun menjadi sebuah program semesteran, program tahunan, hingga menyusun rencana pelaksanaan layanan (RPL). Tahap berikutnya adalah melaksanakan program yang telah disusun. Dalam melaksanakan program yang terencana, guru BK perlu memperhatikan situasi dan kondisi siswa dan lingkungannya agar tetap tujuan layanan tercapai. Layanan bimbingan dilaksanakan secara langsung atau tidak langsung kepada siswa. Layanan langsung kepada siswa, misalnya; guru BK memberikan layanan bimbingan klasikal atau bimbingan kelompok. Sementara layanan secara tidak langsung, misalnya; guru BK memberikan informasi kepada siswa melalui media poster, papan bimbingan, brosur atau media inovatif lainnya. Tahap terakhir, melakukan evaluasi layanan yang telah atau sedang dilaksanakan. Dari hasil wawancara, bahwa guru-guru BK di kota Kupang tidak melakukan evaluasi secara sistematis dengan menggunakan instrumen dan pengaruh banyaknya siswa yang dilayani. Kondisi serupa ditemukan dalam penelitian Maryani (2019) bahwa sebagian besar guru BK tidak melakukan evaluasi program layanannya disebabkan faktor jumlah kelas yang dilayani dan tidak adanya instrumen baku sebagai pendukungnya.

c) Peningkatan Kompetensi Profesionalisme

1) Kemampuan menyusun program layanan BK

Bimbingan dan Konseling di Indonesia menggunakan pola Bimbingan dan Konseling Komprehensif yang dirancang menjadi empat tahapan manajemen program dan empat komponen layanan. Empat tahapan yang dimaksud adalah tahap perencanaan, tahap penyusunan, tahap pelaksanaan, dan tahap evaluasi. Sementara itu, komponen layanan terdiri dari layanan dasar, layanan responsif, layanan perencanaan individual dan layanan dukungan sistem (Gysbers & Henderson, 2006; Gysbers, 2008; Gysbers dkk., 2008). Temuan dalam penelitian ini diperoleh bahwa guru telah mampu menyusun program BK dengan menggunakan instrumen angket kebutuhan layanan, hasil observasi yang dilakukan oleh guru pada siswa asuhnya, dan menggunakan referensi program layanan tahunan sebelumnya.

2) Kemampuan melaksanakan konseling

Temuan yang diperoleh peneliti bahwa pelaksanaan layanan konseling tidak menggunakan teknik konseling yang telah dipelajari oleh guru-guru pada masa kuliahnya. Mereka hanya memberikan saran-saran yang boleh dan tidak boleh dilakukan oleh siswa. Tapi guru-guru BK dalam memberikan layanan konseling

menggunakan teknik-teknik dasar komunikasi dalam konseling, seperti; menunjukkan sikap empati, memberikan sentuhan wajar, tatap muka secara personal, dan reflection of feeling. Strategi layanan konseling yang dominan dilakukan oleh guru adalah layanan konseling individual dengan cara dipanggil ke ruang BK. Masih jarang siswa datang secara sukarela untuk mendapatkan layanan konseling baik secara individual maupun kelompok.

Setelah mereka melaksanakan layanan konseling, guru BK tidak melaksanakan evaluasi untuk mengukur pengaruh layanannya terhadap perkembangan siswa. Hal ini akan berdampak biasanya pencapaian tujuan program. Kondisi tersebut terjadi karena tidak ditemukan bukti empiris yang memuat perubahan siswa setelah mengikuti layanan konseling. Sebagaimana guru BK sebagai seorang pendidik profesional yang secara bersama-sama untuk mencapai tujuan yang diharapkan oleh pihak sekolah (Dahir & Stone, 2009). Untuk menguji keefektifan layanan konseling yang telah diberikan maka perlu verifikasi atau evaluasi (Otto, 2001).

3) Kemampuan mengevaluasi program layanan

Berdasarkan hasil wawancara tertulis yang diberikan bagaimana guru BK melakukan evaluasi proses dan hasil layanan yang diberikan kepada siswa, jawabannya adalah guru BK selama ini hanya mampu melaksanakan evaluasi proses dengan cara menanyakan kesan dan pemahaman baru apa yang siswa dapatkan dari materi yang pernah diberikan di kelas. Sementara evaluasi program dan hasil tidak dilaksanakan hal tersebut terjadi karena jumlah siswa yang dilayani serta kendala jam layanan yang terjadwal tidak ada. Kondisi tersebut sama juga ditemukan dalam penelitian yang dilakukan oleh Maryani (2019) bahwa guru BK tidak melaksanakan evaluasi program dan hasil serta tanpa menyusun laporan evaluasi yang sistematis untuk disampaikan kepada pimpinan sekolah.

4) Kemampuan meningkatkan kompetensi

Temuan yang diperoleh peneliti dengan mewawancarai guru BK bahwa guru BK di sekolah menengah di Kota Kupang sebagian besar telah tergabung dalam organisasi Musyawarah Guru Bimbingan dan Konseling (MGBK) khusus tingkat SMP, SMA, dan SMK. Upaya peningkatan kompetensi yang dilakukan oleh guru dilakukan dengan berbagi pengetahuan dalam forum tersebut. Namun kegiatan peningkatan kompetensi tidak dilakukan secara rutin dan terjadwal. Jika salah satu perwakilan guru BK di tiap forum tersebut mendapatkan kesempatan mengikuti pelatihan di luar daerah, maka pengetahuan yang diperoleh oleh perwakilan tersebut akan dibagikan melalui kegiatan MGBK. Akan tetapi informasi tersebut masih sangat sedikit dari harapan mereka. Guru-guru BK mengharapkan adanya beberapa pelatihan keterampilan membuat media inovatif, mengembangkan materi layanan, meningkatkan keterampilan konseling, dan beberapa kompetensi profesional lainnya.

KESIMPULAN

Layanan Bimbingan dan Konseling sudah dilaksanakan di Sekolah Menengah se-kota Kupang. Namun layanan yang dilaksanakan tidak maksimal karena keterbatasan waktu bahkan tidak ada jam pelajaran yang disediakan untuk Bimbingan dan Konseling.

Manajemen Bimbingan dan Konseling di Sekolah Menengah se-kota Kupang, sudah dilaksanakan antara lain adanya instrument *need assessment*; adanya program layanan

Bimbingan dan Konseling yang disusun bulanan, semesteran dan tahunan; menggunakan strategi bimbingan klasikal/kelompok, dan layanan konseling kelompok/individual; melakukan evaluasi dan pelaporan layanan Bimbingan dan Konseling serta tindak lanjut dari evaluasi.

Sebagian besar guru Bimbingan dan Konseling Sekolah Menengah di kota Kupang berlatar belakang pendidikan Sarjana/S1 Bimbingan dan Konseling. Sebagian besar Guru Bimbingan dan Konseling Sekolah Menengah memiliki kompetensi kepribadian dan kompetensi sosial yang ditunjukkan melalui sikap sopan, ramah kepada siswa; memiliki kedekatan dengan siswa dimana guru Bimbingan dan Konseling menjadi tempat siswa untuk mencurahkan isi hati dan permasalahan yang sedang dialami bahkan disalah satu Sekolah Menengah Atas, ibu guru bimbingan dan Konseling, dipanggil dengan sebutan “Mama Ibu.” Dalam menjalankan layanan Bimbingan dan Konseling, guru bimbingan dan Konseling juga bekerja sama dengan wali kelas, guru mata pelajaran, Wakil Kepala Sekolah Kurikulum dan Wakil Kepala Sekolah Kesiswaan bahkan dengan Kepala Sekolah sebagai pimpinan sekolah. Sebagian besar guru Bimbingan dan Konseling Sekolah Menengah tergabung dalam organisasi profesi seperti MGBK (Musyawarah Guru Bimbingan dan Konseling) baik di tingkat SMP maupun SMA bahkan ada yang merupakan pengurus MGBK. Dengan demikian layanan BK di Sekolah Menengah di kota Kupang cukup eksis. Namun layanan BK belum maksimal karena keterbatasan waktu dalam pemberian layanan BK (kurangnya jam bimbingan klasikal); minimnya pemahaman guru BK tentang standar POP BK; dan kurangnya ketersediaan guru BK di Sekolah Menengah.

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BIODATA

^{1),2)&3)}Guidance and Counseling Study Program, Faculty of Education and Teacher Training, University Of Nusa Cendana

SELF-DISCLOSURE AND EMOTIONAL INTELLIGENCE (EI) IN GUIDANCE AND COUNSELING'S STUDENTS OF NUSA CENDANA UNIVERSITY

Andriani Paulin Nalle¹⁾, Lolang Maria Masi²⁾, Paulinus S. Uda³⁾

ABSTRACT

Students of Guidance and Counselling (BK) Study Program are prepared to become qualified and capable teachers or counsellors and be able to compete in the working world. Therefore, it is important to foster the character and personality of BK students in order to achieve a complete and independent personality. Thus, this study aims to revealed the correlation between self-disclosure and Emotional Intelligence (EI of students of Guidance and Counselling study program in Faculty of Teacher Training and Educational Scienes (FKIP) of Nusa Cendana University. There were 111 students were taken as sample. Those students has studied for 2 years or more in Guidance and Counselling study program because it takes 2 years or more for them to disclose with others, related to trust, closeness, reciprocity, etc. The results showed that there was a very significant correlation between self-disclosure and the Emotional Intelligence (EI) which was proved by using Pearson product moment correlation. The results showed: $r_{xy} = 0.80$ with a significance level <0.05 ($N=111$). This means that the higher the self-disclosure, the higher the emotional intelligence of students, and vice versa. The research method used is a combination of quantitative and qualitative approaches. Data collection methods for the quantitative approach are using the Jourard Self-Disclosure questionnaire, and the Goleman Emotional Intelligence questionnaire. Meanwhile, the method of data collection with a qualitative approach is through the implementation of FGD (Focussed Group Discussion).

Keywords: *Emotional Intelligence (EI), Self-Disclosure, Guidance and Counselling*

INTRODUCTION

Basically, humans are individual beings and social beings in society. An individual connected with others and cannot be separated from one another. In the process of social interaction, communication plays an important role for human survival because communication is a process, message and influence (Sukendar, 2017). Students as individuals who are at tertiary level of education are social creatures who need to improve their communication skills in order to form successful individuals in their studies. In everyday life, it is important for students to interact with fellow students. If a student is unable to communicate properly, conflict can be created due to misunderstanding in the delivery of information.

Conflicts that occur are obstacles that arise in communication between students, stereotypes and prejudices, nonverbal interpretations, a tendency to judge, and high anxiety, are some of the problems that arise due to poor communication among students (Moulita, 2015). Intelligence plays a very important role in addressing these communication problems so students are expected to have them. The intelligence in question is not merely intellectual intelligence, but primarily is emotional intelligence (Goleman, 2000). Emotional intelligence is the ability to recognize personal feelings and feelings of others, the ability to motivate them, the ability to manage one's own emotions well and emotions in relationships with others (Goleman, 2003)

Some problems related to emotional intelligence that are present in Undana FKIP Guidance and Counselling (BK) students include the lack of ability to motivate themselves to interact with fellow students. Even in carrying out the group assignments given, there is no good collaboration, thus, not all members play an active role during the presentation. In addition,

there are also students who are reluctant to carry out tasks in groups and choose to do the task alone. This is caused by the lack of ability to build relationships with other people who are an inseparable part of emotional intelligence skills.

Emotional intelligence which is one of the skills that should be possessed by a student can have a positive impact in the world of education. Urgent moral pressure can lead to selfishness, violence, anxiety, prejudice, and so on (Goleman, 2000), so that the value of a good life is increasingly shifted and replaced with an egocentric and indifferent life. Thus, emotional intelligence that relies on character, feelings, empathy, and moral instincts needs to be developed as a basic ethical attitude in life, and manifested in the form of action.

Action that can be demonstrated in campus is through self-disclosure. Self-disclosure is the process of presenting oneself which is manifested in the activity of sharing feelings and information with others intentionally and voluntarily (Wrightsmann cited Dariyo, 2003). Another definition expressed by Jourard (cited Sari, P.R, 2006), self-disclosure means talking about oneself to others so that other people know what someone thinks, feels and wants. Information shared with others includes a variety of things, such as life experiences, feelings, emotions, opinions, ideals and so on.

Guidance and Counselling (BK) study program is a study program that focuses on counselling programs, both individually and in groups. A BK student is expected to be able to master techniques that can support counselling skills, including emotional intelligence that appears in self-disclosure. The ability to respect others and not be selfish, empathetic, and a high attitude of caring is an embodiment of emotional intelligence that can enhance harmony between people and avoid conflict. This ability can be realized in the form of self-disclosure which can be seen through the process of sharing information and life experiences based on honesty and openness (Papu, 2002)

Individuals begin to express themselves to others, if they already have a comfortable feeling, known each other for a long time (more than two years), and there is reciprocity (Special & Barber, 2011). Thus, this research was conducted on students of the guidance and counselling study program (BK), FKIP, Nusa Cendana University (Undana) program who have been studying for more than two years and are well acquainted with one with another. In addition, self-disclosure techniques need to be balanced with good emotional intelligence because the importance of holding the principle of empathy and respect for others is the capital for the realization of honest and open self-disclosure. The higher the emotional intelligence students have, the better the self-disclosure ability they have.

The research conducted aims to explore the relationship between self-disclosure and emotional intelligence in students of the Guidance and Counselling study program (BK Study Program). This is deemed necessary to explore because emotional intelligence and the ability to express themselves is a capital for a prospective BK teacher or counselor to be able to help overcome the problems faced by the counselee due to having the ability to recognize the emotions of others well. In addition, by having these abilities, students can also avoid conflicts, such as anxiety, violence, prejudice and others as a result of the inability to manage emotions properly. Besides that, a BK student must be able to foster good relations with others, especially building relationships and empathy attitudes towards the condition of the counselee.

LITERATURE REVIEW

Kamony (2006) in Klau (2007) defines emotional intelligence as an aspect of understanding and managing feelings and emotions that involve 5 (five) aspects, namely: recognition of emotions and expressions, understanding emotions, direct cognitive emotions, managing emotions, and controlling emotions. Goleman (2003) revealed that emotional intelligence includes empathy, self-discipline and initiative. He also added that emotional intelligence is the ability to recognize oneself and others, the ability to motivate self and manage emotions well in self and relationships with others (Goleman, 2000). A person with well-developed emotional intelligence is more likely to succeed in life because he is able to master the thinking habits that drive productivity.

According to Salovey and Mayer, 1999 (Emotional Intelligence training handbook, prime consulting, p.11) cited Rahmasari (2016) revealed emotional intelligence is the ability to feel emotions, accept and build emotions well, understand emotions and emotional knowledge so as to enhance emotional development and intellectuals. Salovey also provides a basic definition of emotional intelligence in five main areas, namely, the ability to recognize emotions, manage emotions, motivate self, recognize the emotions of others, and the ability to build relationships with others.

Thus, emotional intelligence can be summed up as a series of emotional abilities possessed by a person within him/her that can affect his/her thoughts and behaviour in interacting with others so as to bring him/her achieve quality and success in life. Emotional intelligence includes the ability to feel emotions, accept and build one's own emotions well, understand the emotions and emotional knowledge of others well then to enhance emotional and intellectual development.

X Ma, (2016) conveyed self-disclosure is the process of presenting oneself which is manifested in the activity of sharing feelings and information with others. Jourard (quoted by Nirwana, 2016) is of the same opinion that self-disclosure is a process by which a person communicates to others about his/her feelings and experiences.

Self-disclosure according to Jourard (1964, quoted by Sari (2006)) means telling about one's own condition to others and in the end others know the feelings, thoughts and what is desired by the individual who tells his condition. Specher, et al (2013) continued that self-disclosure is associated with interest and satisfaction of the relationship, both in developing and maintaining the progress of the relationship.

So, self-disclosure is the activity of sharing information about what is thought, felt, desired and experienced by someone to others. This activity can increase interest and relationship satisfaction. Widyarini (2013) reveals the benefits of self-disclosure, taken from the book "Interpersonal Skills in Organizations", by De Janasz, Dowd and Schneider (2002), as follows: (1) relieve the psychological condition of the individual and achieve additional perspective from others' who help provide new insights related to the frustration experienced, (2) Helps validation (testing the accuracy) of perception of reality. The viewpoints that individuals use tend to be idealistic, through opening themselves up with the right person (supportive, sympathetic, trustworthy and active listener), then, in addition to obtain approval, individuals can understand themselves and see the world realistically, (3) Reducing tension and stress. When individuals open themselves to others when facing problems and stress, individuals feel light and even find a way out, (4) Building closer and deeper relationships. The more open individual to others, others will do the same thing. Through this openness,

both parties will foster mutual trust, confidence and friendly relations, (5) Develop clear and complete communication skills about how individuals perceive a situation, their feelings about the situation, what happened and what is expected.

In daily life, it is important for students to interact with fellow students. If a student is unable to communicate properly, conflict can be created due to misunderstanding in the delivery of information. Conflicts that occur are obstacles that arise in communication between students, stereotypes and prejudices, nonverbal interpretations, a tendency to judge, and high anxiety, are some of the problems that arise due to poor communication among students (Moulita, 2015). Some other issues related to emotional intelligence that are present in Undana FKIP BK students are the lack of ability to motivate themselves to interact with fellow students. Even in carrying out the group assignments given, there is no good cooperation and not all members play an active role during the presentation. In addition, there are also students who are reluctant to carry out tasks in groups and choose to do the task alone. This is caused by lack of emotional intelligence skills.

Intelligence plays a very important role in addressing these communication problems so students are expected to have them. The intelligence in question is not merely intellectual intelligence, but primarily is emotional intelligence (Goleman, 2000). Emotional intelligence is the ability to recognize personal feelings and feelings of others, the ability to motivate self, the ability to manage one's own emotions well and emotions in relationships with others (Goleman, 2003).

Guidance and Counseling (BK) Study Program students are students who are prepared to become qualified and capable guidance teachers or counsellors who are able to compete in the fieldwork. Therefore, it is important to foster the character and personality of BK students in order to achieve a complete and independent personality. One of the characteristics of a healthy and successful personality is having good emotional intelligence (Goleman, 2003).

METHODS

In order to measure students' self-disclosure and EI, there were 111 students of 277 (40%) taken to be the sample. The sampling technique used Stratified Sample Technique, means the sample taken by every semester students' who were study more than two years at Guidance and Counselling study program. The data were collected by Questionnaire Method and Focussed Group discussion (FGD). Emotional intelligence was measured using an emotional intelligence questionnaire while self-disclosure is measured by a self-disclosure questionnaire. In this questionnaire the item analysis was measured by a Likert Scale. FGD that conducted in order to revealed another factor which can contribute to improve students' emotional Intelligence and how to improve the skills of self-disclosure and EI.

The questionnaire of self-disclosure was measured by Jourard's self-disclosure questionnaire; consist of personal interests, attitudes and opinions, work (studies), finance, personality, and attention to the physical. Meanwhile, EI was measured by Goleman's EI questionnaire; include recognize emotions, manage emotions, self-motivation, recognize the emotions of others, and build relationships.

Data Analysis

The validity and reliability tested by measuring instruments using a computer for statistical testing, namely SPSS version 22.0 for windows. Test the validity of emotional intelligence and self-disclosure questionnaires by using product moment correlation. Otherwise, the

reliability was tested used Hoyt formula. Based on the results of a trial scale of 111 students, the results obtained that the Self-Disclosure Scale had five item that fallen, and that item was valid as many as 55. Validity items ranged from 0.190 to 0.434 with reliability of 0.903. The scale of self-worth that fell by 3 items, while valid as many as 38 items. The validity of the item moves from 0.212 to 0.323 with a reliability of 0.804.

The data analysis methods used were product moment correlation by Pearson and discussion by FGD. The Pearson correlation to figure out the correlation between Self-disclosure and EI, meanwhile FGD to find out other factor can contribute to those variables.

RESULTS

Based on the results of measurement of interval classes, it was found that the self-disclosure of BK students was in the high category (59.45%, N = 66) with a number of valid items 55. Meanwhile, emotional intelligence was also in the high category (68.48%, N = 76) with a valid item count 38.

The Normality Test used is the One Sample-Kolmogorov Smirnov test. Based on the normality test on emotional intelligence and self-disclosure of BK FKIP Undana students it was stated that the emotional intelligence and self-disclosure scores were normally distributed. This is evident from the results of normality tests for both variables both emotional intelligence and self-disclosure is 0.200 with a significance level of 0.469. Both of these results are greater than 0.05. This means that the two variables are normally distributed

Linearity test results show that self-disclosure variables are linearly correlated with emotional intelligence. F value is different from 0.529 with a significance level of 0.469 with $p > 0.05$ Correlation test on both variables using product moment correlation results obtained: $r_{xy} = 0.80$ with a significance level < 0.05 which means there is a very significant positive relationship between emotional intelligence and self-disclosure of BK FKIP Undana students. This means that the higher the self-disclosure, the higher the emotional intelligence of students, and conversely the lower the self-disclosure, the lower the emotional intelligence.

Based on the results of the FGD conducted with BK FKIP Undana semester V, VII, and IX students (12 students), it was found that other factors affecting emotional intelligence originated from within the individual (internal) and from outside (external). The internal factors, such as, motivation in self, experience, thinking ability, feelings and self-confidence of individuals can affect EI. Then, external factors come from the family environment, school environment, community environment, and peers both at school and in the community.

DISCUSSION

The data analysis is carried out in stages through a first assumption test which includes tests of normality, linearity, correlation and FGD analysis. Based on the normality test on the dependent variable (DV) that is emotional intelligence obtained by the square value of 0.469 with $p > 0.05$, which means the emotional intelligence variable has a normal distribution.

Based on the results of the analysis using product moment correlation techniques obtained r values of 0.80 with $p < 0.05$ which means there is a very significant positive relationship between self-disclosure and emotional intelligence. These results indicate that self-disclosure with the aspects in it have a positive and significant relationship with emotional intelligence.

Emotional intelligence is the key to success in the world of lectures and the world of work. The same statement was stated by Goleman (2000) that it is not just IQ (Intelligence Quotient) or intellectual intelligence which is an important item in achieving goals, but EQ (Emotional Quotient) or emotional intelligence which plays an important role. For Guidance and Counseling (BK) students, being a mentor or counsellor teacher, it is important to develop emotional intelligence. This is because skills in developing emotional intelligence contain aspects needed by a mentor or counsellor in overcoming problems faced by students, and / or clients or counselees. These aspects include the ability to recognize yourself and others, the ability to motivate yourself and manage emotions well in yourself and their relationships with others (Goleman, 2000).

The results of data analysis showed that both self-disclosure and emotional intelligence of BK students were in the high category and even the value of correlation was very strong ($0.80 < p < 0.05$). Thus, the higher self-disclosure indicates that it can increase emotional intelligence because emotional intelligence is related to the ability to recognize self and others, the ability to motivate self and manage emotions well in self and build relationships with others (Goleman, 2000). This research is in line with what was revealed by Papu (2002), individuals who are able to interact with other people or friends through sharing information about them will strengthen relationships with others and even that individual can be accepted by others. Furthermore, individuals who get acceptance from others are finally able to accept and recognize themselves both physically and emotionally so that individuals can develop emotional intelligence that leads to quality and success in life.

Guidance and Counselling (BK) Students of FKIP, Undana have a good understanding of emotional intelligence and are able to open themselves well to others. These results are also supported by the results of discussions (FGD) which show that students provide a definition of emotional intelligence, namely the ability to control, manage, and express emotions in any situation both to themselves and others. Furthermore, self-disclosure is said to be the ability to convey and express feelings and experiences to people who are trusted, without doubt both verbally and nonverbally.

Mayer (2004) defines the same thing that emotional intelligence is closely related to the ability to understand one's emotions and relationships with others and how to receive and manage these emotions. The concept of emotional intelligence refers to the interaction between cognitive and emotions (Salavera, Usàn, & Jarie, 2017). Individuals who interact by expressing feelings, attitudes, desires, thoughts, hopes to others are able to solve the problems encountered. This is because the ability to open oneself to others is a source of satisfaction and welfare in life. Therefore, if self-disclosure skills are carried out correctly it can help improve emotional intelligence and lead to quality and success in life.

In addition to self-disclosure factors, other factors that influence emotional intelligence also originate from within the individual (internal) and external (external). The internal factors, such as, motivation in self, experience, thinking ability, feelings and self-confidence of individuals can influence EI. Meanwhile, external factors come from the family environment, school environment, community environment, and peers both at school and in the community. This opinion is also supported by the results of research conducted by Nisya & Sofiah (2012) revealed that the environment of peers affects the formation of children's emotional intelligence. He also added that the lack of family harmony and religious knowledge has an impact on children's emotional instability, such as engaging in immoral behavior in public

places, prioritizing willingness and ego without regard to shared interests, and inability to position themselves properly

Although there is a significant positive correlation from the results of this study, it is necessary to further study about the application of self-disclosure and emotional intelligence to a wider scope with different characteristics in order to enrich theoretical studies related to the two variables.

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BIODATA

- 1) Guidance and Counseling study program, Faculty of teacher Training and Educational Sciences of Nusa Cendana University, Kupang, 85001, Nusa Tenggara Timur, Indonesia
- 2) Guidance and Counseling study program, Faculty of teacher Training and Educational Sciences of Nusa Cendana University, Kupang, 85001, Nusa Tenggara Timur, Indonesia
- 3) Guidance and Counseling study program, Faculty of teacher Training and Educational Sciences of Nusa Cendana University, Kupang, 85001, Nusa Tenggara Timur, Indonesia

HEALTH SCIENCE

PENGARUH PENGGUNAAN MEDIA SOSIAL TERHADAP KEJADIAN INSOMNIA PADA MAHASISWA S1 ILMU KEPERAWATAN ANGKATAN 2015 DI STIKES NUSANTARA KUPANG

Nikosius Dae Sory Wutun¹⁾, Mariance Emawati Lapa²⁾

ABSTRAK

Manusia mempunyai kebutuhan tertentu yang harus dipenuhi secara memuaskan melalui proses homeostasis, baik fisiologis maupun psikologis. Kebutuhan fisiologis tersebut salah satunya adalah istirahat dan tidur. Insomnia menyerang 10 persen dari total penduduk di Indonesia atau sekitar 28 juta orang gejala insomnia kronis. Insomnia dapat menyebabkan menurunnya semangat dalam melaksanakan aktivitas sehari-hari sehingga dapat berpengaruh pada menurunnya kualitas hidup mahasiswa. Ketidakmampuan mahasiswa dalam manajemen waktu penggunaan media sosial dengan baik dan benar ketika berada di kampus maupun di rumah, akan berdampak pada ketidak-teraturan pola istirahat dan tidur pada mahasiswa sehingga dapat memicu terjadinya insomnia. Oleh karenanya penelitian ini bertujuan untuk mengetahui hubungan antara penggunaan media sosial dengan kejadian insomnia pada mahasiswa S1 ilmu keperawatan angkatan 2015 di STIKes Nusantara Kupang. Desain penelitian yang digunakan adalah *cross sectional study*, dengan melibatkan mahasiswa keperawatan sebanyak 67 orang dengan . Teknik pengambilan sampel dengan *probability random sampling*. Hasil analisa statistik dengan menggunakan uji *Spearman Rank Test* menunjukkan nilai $p\text{ value} = 0.038$. Dengan demikian dapat disimpulkan bahwa ada hubungan bermakna antara penggunaan media sosial dengan kejadian insomnia pada mahasiswa ($p: 0.038 < \alpha: 0.05$). Diharapkan untuk penelitian selanjutnya agar melibatkan lebih banyak responden serta meneliti di beberapa tempat yang berbeda agar hasilnya lebih representatif.

Kata Kunci : *Media Sosial, Insomnia, Mahasiswa*

PENDAHULUAN

Media sosial mengacu pada media atau alat interaksi antar manusia yang berbasis komputerisasi dimana setiap orang dapat menciptakan, membagikan, dan bertukar informasi di dalamnya melalui internet (Ahlqvist dkk, 2008; Jalonen, 2014). Media sosial merupakan wadah yang mampu menyatukan antara teknologi, manusia, dan informasi. Media sosial memungkinkan orang untuk menyimpan, mempublikasi, berdiskusi, menyampaikan pendapat, dan termasuk di dalamnya mempengaruhi masyarakat (Jalonen, 2014).

Berdasarkan hasil survei Asosiasi Penyelenggara Jasa Internet Indonesia (APJII) dan Pusat Kajiandan Komunikasi (Puskakom) UI pengguna internet di Indonesia telah mencapai 88,1 juta orang pada akhir tahun 2014 dan 95% dari pengguna internet tersebut menggunakan internet untuk mengakses media sosial (Kominfo.go.id). Hasil survei tersebut juga menemukan bahwa mayoritas pengguna internet di Indonesia adalah individu yang berada dalam kelompok usia dewasa awal dengan rentang usia 18–25 (49%) tahun dan diikuti oleh usia 28–35 tahun (33,8%). Masa dewasa awal meliputi usia 20 hingga 40 tahun (Papalia, 2011).

Saat ini pengguna internet di seluruh dunia telah mencapai angka 31,7 miliar dan dari tahun ke tahun jumlah pengguna internet tumbuh hingga 7,6 persen. Sedangkan untuk pengguna media sosial sendiri mencapai angka 2,2 miliar dengan pengguna mencapai 3,7 miliar. Hal ini yang menjadi fokus utama dalam pelaksanaan penelitian ini adalah berkembang pesatnya jumlah pengguna internet sosial yang menurut Kemenkominfo

Republik Indonesia, di Indonesia sendiri 80 persen di antaranya terdiri dari remaja 15-19 tahun. Sedangkan pada kenyataannya, remaja menggunakan hanya untuk kebutuhan edukasi saja, melainkan dipergunakan juga untuk hiburan, belanja, media sosial dan lain sebagainya (Noviandari, 2015).

Tidur merupakan suatu proses fisiologis yang penting bagi kebutuhan fisik manusia. Seseorang tidak bisa bertahan hidup tanpa memiliki kualitas dan kuantitas tidur yang cukup, karena selama proses tidur terjadi pemulihan sel tubuh untuk mengembalikan kondisi tubuh menjadi seperti semula. Beberapa gangguan tidur yang sering di alami manusia antara lain insomnia, sleep Apnea, parasomnia dan sebagainya (Krisna, 2016). Insomnia adalah salah satu gangguan tidur dimana seseorang merasa sulit untuk memulai tidur. Gangguan tidur yang terjadi yaitu lamanya waktu tidur atau kuantitas tidur yang tidak sesuai. Selain itu gangguan tidur yang terjadi berhubungan dengan kualitas tidur seperti tidur yang tidak efektif (Hidaayah & Alif, 2016). Insomnia bukanlah sebuah penyakit melainkan suatu gejala kelainan yang di dapat pada saat tidur, kesulitan atau gangguan tidur.

Fenomena sekarang ini insomnia dapat di alami oleh remaja sekolah. Menurut Rafiudin (2012) penyebab insomnia antara lain adalah stres, kelainan-kelainan kronis, seperti penyakit ginjal, diabetes atrithis, pola makan yang buruk, seperti nikotin, cafein, dan zat stimulan, kurang olahraga, dan suasana berisik atau ramai. Faktor penyebab insomnia pada remaja yaitu, faktor psikologis misalnya: stressor berlebihan yang menyebabkan stres, gangguan mental, paranoid, kecemasan, dan juga disebabkan oleh faktor lingkungan, sebagai contoh: tinggal di lingkungan yang gaduh atau bising, tugas sekolah yang menumpuk dan susah di kerjakan serta pemakaian media sosial yang berlebihan sehingga menyebabkan ketagihan.

Menurut WHO (*World Health Organization*) kurang lebih 18% penduduk dunia pernah mengalami gangguan sulit tidur dan meningkat setiap tahunnya dengan keluhan yang sedemikian hebat sehingga menyebabkan tekanan jiwa bagi penderitanya (Siregar, 2011). Sedangkan di Indonesia angka penderita Insomnia mencapai 10% dari total penduduk Indonesia atau sekitar 28 juta orang. Total angka kejadian Insomnia tersebut 10-15% mengalami gejala insomnia kronis. Seseorang dapat mengalami insomnia transien akibat stres situasional seperti masalah keluarga, kerja, penyakit atau kehilangan orang yang dicintai (Ahsan, 2015).

Survei pendahuluan yang dilakukan terhadap beberapa mahasiswa STIKes Nusantara Kupang yang menggunakan media sosial telah didapati 7 dari 10 orang mengaku sebagai pengguna aktif media sosial dalam setiap harinya. Sedangkan 3 mahasiswa diantaranya mengaku sebagai pengguna pasif. Berdasarkan uraian diatas maka peneliti tertarik untuk meneliti tentang pengaruh media sosial terhadap kejadian insomnia pada mahasiswa S1 ilmu keperawatan angkatan 2015 di STIKes Nusantara Kupang.

METODE

Jenis penelitian yang digunakan adalah deskriptif analitik dengan studi observasional untuk memberikan gambaran mengenai penelitian yang dilakukan dengan mengamati kondisi - kondisi yang terjadi melalui observasi langsung. Observasi ini menggunakan desain penelitian *cross sectional* untuk melihat faktor risiko suatu pajanan di tempat tertentu pada waktu tertentu. Penelitian dilaksanakan di STIKes Nusantara Kupang khususnya Mahasiswa S1 keperawatan Angkatan 2015 dengan waktu penelitian pada tanggal 5 -20 Januari 2018. Populasi penelitian ini adalah semua mahasiwa STIKes Nusantara Kupang program studi S1 Keperawatan angkatan 2015. Teknik pengambilan sampel pada penelitian dengan

menggunakan metode *probability random sampling*. Jumlah sampel pada penelitian ini adalah 67 mahasiswa. Instrumen penelitian adalah data dikumpulkan dengan menggunakan kuesioner yang telah disiapkan dengan wawancara langsung secara sistematis terhadap responden. Pengolahan data menggunakan aplikasi SPSS. Analisis data yang digunakan antara lain analisis univariat, analisis bivariat dengan menggunakan uji statistik *spearman rank test*. Data yang telah diolah dan dianalisa disajikan dalam bentuk tabel dan narasi.

DISKUSI

Dari hasil penelitian ini menunjukkan bahwa pengaruh media sosial terhadap mahasiswa S1 ilmu keperawatan angkatan 2015 STIKes Nusantara Kupang, sebagian besar mahasiswa berada pada kategori pengguna media sosial berat. Kebanyakan mahasiswa bermedia sosial memakan waktu yang lama dan hanya dihabiskan untuk berkomunikasi bersama teman di dunia maya. Media sosial dalam perannya sebagai alat komunikasi memiliki beberapa fungsi utama, diantaranya adalah sebagai Media komunikasi (*communication*), Media kolaborasi (*collaboration*), Media penghubung (*connecting*), Media pelengkap (*completing*) dan Media penggabung (*combining*) (Jalonen, 2014).

Penelitian serupa juga pernah dilakukan oleh Wydia Khristianty Putriny Syamsoedin, dkk. (2015), pada 62 responden tentang “Hubungan Durasi Penggunaan Media Sosial Dengan Kejadian Insomnia” pada remaja di SMA Negeri 9 Manado. Hasil uji statistik didapatkan nilai $p = 0,000$ ($p < 0,05$) artinya terdapat hubungan yang bermakna antara durasi penggunaan media sosial dengan kejadian insomnia.

Dari hasil penelitian ini menunjukkan bahwa kejadian insomnia pada mahasiswa S1 ilmu keperawatan angkatan 2015 STIKes Nusantara Kupang, sebagian mahasiswa mengalami insomnia sedang. Menurut Espie (2013: 43), insomnia merupakan keadaan tidak dapat tidur atau terganggunya pola tidur. Orang yang bersangkutan mungkin tidak dapat tidur, sukar untuk jatuh tidur, atau mudah terbangun dan kemudian tidak dapat tidur lagi. Hal ini terjadi bukan karena penderita terlalu sibuk sehingga tidak mempunyai kesempatan untuk tidur, tetapi akibat dari gangguan jiwa terutama gangguan depresi, kelelahan, dan gejala kecemasan yang memuncak.

Berdasarkan uji *spearman rank*, menunjukkan hasil nilai *P value* sebesar 0,038 ($\alpha < 0,05$) sehingga ada pengaruh antara media sosial dengan kejadian insomnia pada mahasiswa S1 ilmu keperawatan angkatan 2015 STIKes Nusantara Kupang. Hal ini menunjukkan bahwa seseorang yang memiliki ketergantungan terhadap media sosial maka akan berpeluang untuk terkena insomnia. Hal ini dapat disebabkan oleh lingkungan sekitar, teman sebaya serta gaya hidup.

KESIMPULAN

Hasil uji *spearman rank*, menunjukkan nilai *P value* 0,038 ($\alpha < 0,05$), sehingga H_0 ditolak sehingga dapat disimpulkan bahwa ada pengaruh media sosial terhadap kejadian insomnia pada mahasiswa S1 ilmu keperawatan angkatan 2015 STIKes Nusantara Kupang. Sebagian besar mahasiswa berada pada kategori penggunaan media sosial berat, mahasiswa yang terkena insomnia sebagian berada pada kategori sedang. Untuk mencegah terjadinya insomnia adalah mahasiswa harus dapat manajemen waktu dengan baik terutama waktu penggunaan media sosial jika tidak maka mahasiswa dapat mengalami kecanduan dan lupa akan kebutuhan tidur.

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BIODATA

¹⁾**Nikosius Dae Sory Wutun** berasal dari kabupaten Lembata, Nusa Tenggara Timur. Lahir di Kalikasa pada tanggal 11 Oktober 1994, sebagai anak ketiga dari empat bersaudara. Berkeyakinan Katolik. Pendidikan sejak SD dan SMP di Kalikasa dan SMA ditempuh di kota Lewoleba. Kemudian dilanjutkan dengan studi dan mendapatkan gelar sarjana dari STIKes Nusantara Kupang pada tahun 2018. Saat ini, sedang melanjutkan program magister di Universitas Nusa Cendana Kupang.

²⁾**Mariance Emawati Lepa** berasal dari Kabupaten Alor, Nusa Tenggara Timur, dan berkewarganegaraan Indonesia. Beliau menempuh pendidikan SD, SMP dan SMA di Alor. Setelah tamat SMA di Alor pada tahun 2009, Mariance Emawati Lepa mendapatkan gelar sarjana dari Universitas Nusa Cendana Kupang pada tahun 2013. Kemudian beliau melanjutkan program magister di Universitas Airlangga dan selesai pada tahun 2016. Saat ini bekerja sebagai dosen tetap di STIKes Nusantara Kupang, dan mempunyai jabatan fungsional sebagai asisten ahli.

PENGARUH *DIABETES SELF MANAGEMENT EDUCATION (DSME)* TERHADAP PENGONTROLAN KADAR GULA DARAH SECARA MANDIRI PADA PENDERITA *DIABETES MELITUS TIPE 2* DI PUSKESMAS OBOBO, KOTA KUPANG

Yandri Ratu Sepeh¹⁾, Syahrir²⁾, Mariance E. Lepa³⁾

Program Studi Ilmu Kesehatan Masyarakat

Email: yandri.r.sepeh37@gmail.com

ABSTRAK

Diabetes Self Management Education (DSME) merupakan elemen yang sangat penting dalam pengelolaan diabetes yang baik. *Diabetes Self Management Education (DSME)* dapat memfasilitasi pasien dalam hal pengetahuan, keterampilan, dan kemampuan dalam perawatan diri untuk mencegah komplikasi yang lebih lanjut. Tujuan penelitian ini untuk mengetahui pengaruh *Diabetes Self Management Education (DSME)* terhadap pengontrolan kadar gula darah secara mandiri pada penderita diabetes mellitus tipe 2 di Puskesmas Oboobo, Kota Kupang. Metode penelitian ini adalah quasi experimental dengan pre and post test pada satu kelompok intervensi, dengan sampel 47 responden. Data analisis dengan menggunakan uji *wilcoxon*. Hasil penelitian ini menunjukkan bahwa nilai signifikan pada kelompok intervensi ini adalah *p value* 0,00 ($p < 0,05$). Kesimpulan dari penelitian ini adalah ada pengaruh DSME terhadap pengontrolan kadar gula darah secara mandiri pada penderita diabetes mellitus tipe 2 di Puskesmas Oboobo, Kota Kupang.

Kata Kunci : *Diabetes Mellitus, Diabetes Self Management Education (DSME)*

ABSTRACT

Diabetes Self Management Education (DSME) is a very important element in good diabetes management. Diabetes Self Management Education (DSME) can facilitate patients in terms of knowledge, skills and abilities in self care to prevent further complications. The purpose of this study was to determine the effect of Diabetes Self Management Education (DSME) on controlling blood sugar levels independently in patients with type 2 diabetes mellitus at the Oboobo Health Center, Kupang City. This research method is a quasi experimental with pre and post test in one intervention group, with a sample of 47 respondents. Data analysis using Wilcoxon test. The results of this study indicate that the significant value in this intervention group is *p value* 0.00 ($p < 0.05$). The conclusion of this study is that there is an influence of DSME on the control of blood sugar levels independently in patients with type 2 diabetes mellitus at the Oboobo Health Center, Kupang City.

Keywords: *Diabetes Mellitus, Diabetes Self Management Education (DSME)*

PENDAHULUAN

Seiring berkembangannya ilmu pengetahuan dan teknologi di dunia kini semakin canggih dan modern. Namun, hal-hal tersebut tidak selalu memberikan dampak positif bagi kehidupan manusia. Dari hal tersebut mempengaruhi perubahan gaya hidup, pola pikir dan kebiasaan hidup seseorang. Perubahan gaya hidup diantaranya kemudahan untuk mendapatkan dan mengonsumsi makanan siap saji (*fast food*) namun hal ini tidak sesuai dengan zat gizi seimbang yang dibutuhkan tubuh, obesitas dan kurangnya aktivitas fisik yang mana hal ini mempercepat seseorang untuk menderita penyakit diabetes melitus (DM) tipe II.

Seseorang dapat menderita DM tipe II dipengaruhi oleh perubahan gaya hidup dalam mengonsumsi makanan cepat saji (*fast food*) yang mana hal ini menyebabkan peningkatan beban metabolik pankreas, terjadi kelainan kerja pankreas yang menyebabkan kerusakan

pankreas sehingga terjadi penurunan produksi insulin. Sedangkan, obesitas menyebabkan peningkatan beban metabolisme glukosa untuk mencukupi energi sel yang menyebabkan hipertrofi sel-sel beta pankreas sehingga terjadi penurunan produksi insulin. Diabetes melitus adalah suatu penyakit dimana kadar glukosa (gula sederhana) didalam darah tinggi karena tubuh tidak dapat melepaskan atau menggunakan insulin secara adekuat. Kadar gula darah sepanjang hari bervariasi, meningkat setelah makan dan kembali normal dalam waktu 2 jam. Normalnya kadar gula dalam darah berkisar antara 70-150 mg/dl. Pada 2 jam setelah makan atau minum cairan yang mengandung gula maupun karbohidrat lainnya kadar gula darah biasanya kurang dari 120-140 mg/dL (Irianto Koes, 2015).

Untuk menghindari komplikasi tersebut, dibutuhkan pengontrolan gula darah secara teratur agar dapat mengetahui sejauh mana peningkatan gula dalam darah. Salah satu perilaku pencegahan awal yang dapat dilakukan adalah pemberian edukasi pada penderita DM tipe II. Edukasi yang diberikan bermanfaat bagi penderita diabetes melitus untuk dapat meningkatkan perilaku sehat penderita diabetes melitus. Program edukasi tersebut terdiri dari monitoring kadar gula darah secara mandiri, perencanaan makan (diet), latihan jasmani dan istirahat yang cukup serta terapi jika diperlukan. Bentuk edukasi yang dapat diterapkan adalah *Diabetes Self Management Education (DSME)*.

Diabetes melitus kini telah berkembang menjadi masalah kesehatan dunia. Menurut data Badan Kesehatan Dunia/*World Health Organization (WHO)*, Indonesia menempati urutan ke 4 terbesar dalam jumlah penderita diabetes melitus di dunia setelah India, China dan Amerika Serikat. Jumlah penderita diabetes melitus di Indonesia sekitar 17 juta atau mencapai 8,6 % dari 220 juta populasi (Maliya Arina, dk. 2011). Menurut *Diabetes Care* (2004) secara epidemiologi, diperkirakan bahwa pada tahun 2030 prevalensi diabetes melitus di Indonesia mencapai 21,3 juta orang. Riset Kesehatan Dasar (Riskesdas) melaporkan pada tahun 2013 prevalensi diabetes melitus di Indonesia berdasarkan diagnosis dokter sebesar 1,5%, DM berdasarkan diagnosis atau gejala sebesar 2,1%. Sedangkan untuk Provinsi Nusa Tenggara Timur dari hasil Riskesdas tahun 2013, prevalensi diabetes melitus sebesar 3,3%. Berdasarkan data yang diperoleh dari puskesmas Oebobo, Kota Kupang jumlah penderita Diabetes Melitus 3 bulan terakhir sebanyak 47 orang, maka peneliti tertarik untuk mengambil judul penelitian “Pengaruh *Diabetes Self Management Education (DSME)* Terhadap Pengontrolan Kadar Gula Darah Secara Mandiri Pada Penderita Diabetes Melitus Tipe II Di Puskesmas Oebobo Kota Kupang”.

METODE

Jenis penelitian yang di gunakan dalam penelitian ini adalah *Quasi experiment*. *Quasi experiment* adalah eksperimen yang memiliki perlakuan (treatments), pengukuran-pengukuran dampak (outcome units) namun tidak menggunakan penempatan secara acak (Dhalan Supiyudin, 2011). *Quasi experiment* digunakan untuk mengetahui adanya pengaruh *Diabetes Self Management Education (DSME)* terhadap pengontrolan kadar gula darah secara mandiri pada penderita diabetes melitus tipe II di Puskesmas Oebobo Kota Kupang. Dalam penelitian ini rancangan bangunan atau desain penelitian yang di gunakan adalah *One Group Pra Post Test Design*. Teknik sampling yang di gunakan dalam penelitian ini adalah *total sampling*, yaitu jumlah populasi yang kurang dari 100 seluruh populasi di jadikan sampel (Sugiyono, 2007). Populasi dalam penelitian ini sebanyak 47 orang dengan jumlah sampel sebanyak 47 responden.

Penelitian di lakukan pada bulan September tahun 2017 sampai dengan bulan Januari 2018. Waktu penelitian ini dihitung mulai dari penyusunan proposal hingga penyusunan laporan dan publikasi penelitian. Lokasi penelitian ini adalah puskesmas Oebobo, Kota Kupang.

DISKUSI

Gambaran Umum Tempat Penelitian

Pusat Kesehatan Masyarakat (Puskesmas) Oebobo merupakan salah satu Puskesmas rawat jalan di Kecamatan Oebobo dari Unit Pelayanan Teknik (UPT) Dinas Kesehatan Kota Kupang, batas-batas wilayah kerja Puskesmas Oebobo yaitu sebelah utara berbatasan dengan kelurahan Fatululi, sebelah barat berbatasan dengan kelurahan Oetete, sebelah selatan berbatasan dengan jalan Bakti Karang, sebelah timur berbatasan dengan pertamina Oebobo. Hal ini menunjukkan bahwa masyarakat di wilayah ini dengan mudah menjangkau sarana kesehatan dan mengakses segala kebutuhan dengan mudah. Puskesmas ini memiliki satu bangunan yang terdiri dari dua lantai dan terletak di jalan Palapa.

Data Umum

Karakteristik responden terdiri dari usia dan jenis kelamin. Distribusi responden berdasarkan usia dan jenis kelamin dapat dilihat pada tabel berikut:

1. Karakteristik Demografi Responden Berdasarkan Usia

Tabel 1. Distribusi Responden Berdasarkan Usia di Puskesmas Oebobo, Kota Kupang tahun 2017

No	Karakteristik Usia	Frekuensi	Presentase (%)
1	41-50	10	21 %
2	51-60	24	51 %
3	61-70	9	19 %
4	71-80	4	9 %
	Total	47	100 %

Berdasarkan Tabel 1. Dapat diketahui bahwa usia responden yang paling banyak ada pada usia 51-60 tahun yang berjumlah 24 responden (51 %) dan yang paling sedikit ada pada usia 71-80 tahun yang berjumlah 4 responden (9 %).

2. Karakteristik Demografi Responden Berdasarkan Jenis Kelamin

Tabel 2. Distribusi Responden Berdasarkan Jenis Kelamin di Puskesmas Oebobo, Kota Kupang 2017

No	Karakteristik Jenis kelamin	Frekuensi	Presentase (%)
1	Laki-laki	23	49 %
2	Perempuan	24	51 %
	Total	47	100 %

Berdasarkan Tabel 2. dapat diketahui bahwa jenis kelamin responden yang paling banyak yaitu jenis kelamin laki-laki 23 responden (49 %) dan yang paling sedikit adalah jenis kelamin perempuan yaitu 24 orang (51 %).

Data Khusus

1. Kadar Gula Darah Sebelum DSME

Tabel 3. Distribusi Kadar Gula Darah Sebelum DSME

No	Kadar Gula Darah	Frekuensi	Presentase (%)
1	Rendah (<90 mg/dL)	0	0 %
2	Normal (99-199 mg/dL)	17	36 %
3	Tinggi (>200 mg/dL)	30	64 %
	Total	47	100 %

Berdasarkan Tabel 3. menunjukkan bahwa dari 47 responden, tingkat kadar gula darah sebelum di lakukan DSME sebagai berikut : responden yang memiliki kadar gulah darah rendah 0 responden (0 %), responden yang memiliki kadar gula darah normal 17 responden (36 %), dan responden yang memiliki kadar gula darah tinggi sebanyak 30 responden (64 %).

2. Kadar Gula Darah Sesudah DSME

Tabel 4. Distribusi Kadar Gula Darah Sesudah DSME

No	Kadar Gula Darah	Frekuensi	Presentase (%)
1	Rendah (<90 mg/dL)	0	0 %
2	Normal (99-199 mg/dL)	41	87 %
3	Tinggi (>200 mg/dL)	6	13 %
	Total	47	100 %

Berdasarkan Tabel 4. menunjukan bahwa dari 47 responden, tingkat kadar gula darah setelah di lakukan DSME sebagai berikut : responden yang memiliki kadar gulah darah rendah 0 responden (0 %), responden yang memiliki kadar gula darah normal 41 responden (87 %), dan responden yang memiliki kadar gula darah tinggi sebanyak 6 responden (13 %).

Analisis Bivariat

Analisis Bivariat di lakukan dengan menggunakan Uji Wilcoxon menggunakan SPSS 16.0 yang didapatkan dari 47 responden dengan skor, 24 responden yang mengalami penurunan kadar gula darah setelah dilakukan DSME, 6 responden yang tidak mengalami penurunan kadar gula darah, dan 17 responden tetap dalam keadaan gula darah normal. Untuk melihat apakah ada pengaruh setelah dilakukan DSME pada pasien Diabetes Melitus Tipe 2 di Puskesmas Oebobo, Kota Kupang dilakukan Uji Wilcoxon sebagai berikut:

Tabel 5. Pengaruh DSME Terhadap Pengontrolan Kadar Gulah Darah

	Pengaruh DSME Terhadap Pengontrolan Kadar Gula Darah				Frekuensi	Presentase
	Pre		Post			
	Fx	%	Fx	%		
Rendah	0	0%	0	0%	0	0%
Normal	17	36%	41	87%	41	87%
Tinggi	30	64%	6	13%	6	13%
Total	47	100%	47	100%	47	100%
P value 0,00 < p 0,05						

Dari hasil uji bivariat didapatkan nilai p value $0,00 < 0,05$, maka dapat disimpulkan bahwa terdapat pengaruh yang nyata antara hasil pre test dan post test pada pengontrolan kadar gula darah pada penderita diabetes mellitus di Puskesmas Oebobo, Kota Kupang.

PEMBAHASAN

Pengaruh DSME Terhadap Pengontrolan Kadar Gula Darah Pada Pasien Diabetes Melitus Tipe 2. Dari analisis bivariat didapatkan ada pengaruh nyata DSME terhadap pengontrolan kadar gula darah pada penderita diabetes mellitus tipe 2 di Puskesmas Oebobo. Dilihat dari hasil pengukuran kadar gula darah pasien DM tipe 2 sebelum penkes DSME terdapat 36 % gula darah pasien dalam batas normal. Setelah diberikan DSME meningkat menjadi 87 % gula darah pasien yang menjadi normal, hal ini sesuai dengan penelitian Rangga Aji Nur Wahid (2016), bahwa terdapat pengaruh DSME terhadap kadar gula darah pasien DM Tipe 2 di prolans Puskesmas Gajah Surakarta.

Selain itu, hasil dari berbagai penelitian epidemiologi terbukti bahwa ada keterkaitan antara gaya hidup dengan kadar gula darah. Oleh karena itu untuk mengubah gaya hidup perlu diberikan pendidikan kesehatan seperti DSME tersebut sebagai intervensi dalam mencegah dan mengobati diabetes mellitus tipe 2. Perubahan gaya hidup ini dapat berupa pengaturan nutrisi / diet, aktitas dan latihan fisik, serta perawatan kaki dan monitoring yang perlu (Central Dupage Hospital, 2011).

Perkumpulan Endokrinologi Indonesia (PERKENI, 2011) yang menyatakan bahwa ada empat pilar yang penanganan utama pada pasien DM tipe 2, yaitu edukasi, terapi nutrisi medis, latihan jasmani, dan intervensi farmakologis. Edukasi memegang peranan yang sangat penting dalam penatalaksanaan DM tipe2 karena pemberian edukasi kepada pasien dapat mengubah perilaku pasien dalam melakukan perawatan mandiri DM.

Edukasi dapat diberikan melalui suatu promosi kesehatan. Promosi kesehatan merupakan proses pemberdayaan atau memandirikan masyarakat agar dapat memelihara dan meningkatkan kesehatannya (Ottawa Charter, 1986 dalam Maulana, 2009). Proses pemberdayaan atau memandirikan masyarakat tidak hanya terbatas pada pemberian informasi (seperti pendidikan kesehatan) tetapi juga upaya untuk mengubah perilaku dan sikap seseorang, hingga promosi kesehatan dapat meningkatkan kemampuan kognitif, efektif, dan psikomotor seseorang (Maulana, 2009). Durasi waktu untuk perubahan perilaku tidak ditentukan secara jelas karena kemampuan setiap individu dalam menerima dan merespon stimulus berbeda. Perilaku yang tidak didasari oleh pengetahuan dan kesadaran maka tidak akan berlangsung lama (Roger, dalam Notoatmodjo, 2003) .

World Health Organization (dalam Notoatmodjo, 2003) menyatakan bahwa strategi untuk memperoleh perbedaan perilaku terutama dalam perilaku kesehatan dapat menggunakan kekuatan atau dorongan, pemberian informasi dan diskusi serta partisipasi. Perubahan perilaku yang dilakukan dengan kekuatan dan dorongan yaitu perubahan perilaku yang dipaksakan kepada individu sehingga individu mau berperilaku seperti yang diharapkan. Perubahan perilaku dengan pemberian informasi adalah perubahan perilaku yang dihasilkan karena adanya pemberitahuan informasi yang akan meningkatkan cara-cara mencapai hidup sehat, cara pemeliharaan kesehatan, dan cara menghindari penyakit. Diskusi dan partisipasi adalah strategi untuk merubah perilaku dengan meningkatkan pemberian informasi. Sasaran tidak lagi pasif tetapi berpartisipasi dalam kegiatan sehingga pengetahuan akan diperoleh lebih dalam dan perilaku yang diperoleh akan lebih bersifat kuat. Setiap individu bisa memiliki respon yang berbeda pada stimulus yang sama (Notoatmodjo, 2003).

DSME merupakan salah satu bentuk edukasi yang efektif diberikan kepada pasien DM karena pemberian DSME dapat meningkatkan pengetahuan, sikap, dan perilaku pasien dalam melakukan perawatan mandiri. DSME bertujuan untuk mendukung pengambilan keputusan, perawatan diri, pemecahan masalah, dan kolaborasi aktif dengan tim kesehatan, sehingga dapat meningkatkan hasil klinis, status kesehatan, dan kualitas hidup (Funnel *et.al*, 2008). Pemberian DSME dapat mengubah perilaku pasien melalui informasi yang diberikan kepada pasien. Pemberian informasi kepada pasien merupakan suatu stimulus yang dapat meningkatkan pengetahuan, sehingga menimbulkan kesadaran untuk berperilaku sesuai dengan yang diharapkan. Pasien DM tipe 2 memiliki kemampuan dan respon yang berbeda terhadap stimulus yang diberikan, sehingga perilaku dan kemampuan pasien dalam melakukan perawatan mandiri juga berbeda. Pemberian DSME dapat menghasilkan berbagai *outcomes*, yaitu hasil jangka pendek, hasil jangka menengah, dan hasil jangka panjang (Noris *et.al* 2002).

Pemberian DSME dapat memberikan banyak manfaat bagi pasien DM. Pemberian DSME dapat memberikan hasil yang positif, baik hasil jangka pendek, hasil jangka menengah, maupun jangka panjang. Hasil jangka pendek meliputi kontrol glikemik (hemoglobin, terglisilasi dan gula darah), kontrol fisik (berat badan, kadar lipid, luka pada kaki, tekanan darah, mikroalbuminuria, retinopati), modifikasi gaya hidup (aktifitas fisik, diet, kebiasaan merokok), dan kontrol status mental (depresi dan ansietas). Hasil jangka menengah meliputi peningkatan pengetahuan, ketrampilan (memecahkan masalah, kontrol gula darah secara mandiri, dan penggunaan obat-obatan), status psikologis (kepercayaan diri, perilaku, koping), dan pemanfaatan fasilitas pelayanan kesehatan (rutin kontrol). Hasil jangka panjang meliputi pencegahan komplikasi makrovaskular (penyakit vaskuler perifer, penyakit jantung koroner, penyakit serebrovaskuler), pencegahan komplikasi mikrovaskuler (penurunan penglihatan, neuropati perifer, penyakit ginjal, penyakit gigi dan mulut, ulkus diabetik, dan amputasi), penurunan angka kematian, peningkatan kualitas hidup, dan perbaikan sosial ekonomi (Noris *et.al* 2002).

Berdasarkan hasil penelitian yang dilakukan oleh Sidani dan Fan (2009), pasien DM yang menerima DSME dapat mengalami perbaikan kontrol metabolik, perbaikan kualitas hidup, dan mengurangi komplikasi. Hasil penelitian yang dilakukan oleh Rondhianto (2011) juga menyatakan bahwa DSME terbukti memiliki pengaruh yang positif terhadap peningkatan kepercayaan diri dan perubahan perilaku perawatan dari pasien DM tipe 2. Dengan adanya pemberian DSME pada pasien DM dalam penelitian ini, pasien memperoleh informasi terkait perawatan mandiri DM. Pengetahuan, ketrampilan dan status psikologis pasien mengalami peningkatan sehingga pasien mulai melakukan perawatan mandiri terhadap penyakitnya dan hal tersebut dapat membantu mengurangi risiko untuk terjadinya komplikasi. Komponen DSME yang diajarkan selama pemberian DSME kepada pasien DM dalam penelitian ini adalah pengetahuan dasar tentang DM, pengobatan DM, monitoring yang harus dilakukan, pengaturan nutrisi/diet, olahraga dan aktivitas sehari-hari, manajemen stres dan dokumen psikososial, perawatan kaki dan akses terhadap fasilitas pelayanan kesehatan, selama proses pemberian DSME, peneliti mengeksplorasi pengetahuan yang telah dimiliki pasien dan perawatan yang telah dilakukan.

Komponen-komponen DSME yang diajarkan kepada pasien dapat meningkatkan pengetahuan dan ketrampilan pasien sekaligus memperbaiki perawatan yang dilakukan pasien yang kurang benar. Pasien diajarkan untuk mengenal apa itu DM, penyebab DM, faktor risiko DM, tanda dan gejala DM, proses perjalanan penyakit DM, penatalaksanaan DM, dan komplikasi DM. Sebelum pemberian DSME, peneliti terlebih dahulu menanyakan

kepada pasien tentang apa yang diketahui pasien mengenai penyakit DM karena persepsi pasien terhadap penyakitnya akan mempengaruhi perawatan yang dilakukan pasien. Pasien diajarkan beberapa jenis obat DM yang biasanya diberikan dokter, dalam hal ini peneliti juga menanyakan obat apa saja yang diperoleh pasien dan bagaimana efek yang dirasakan pasien. Pemberian informasi mengenai pengobatan DM perlu diperlukan karena pengobatan merupakan pilar keempat dalam penatalaksanaan DM yang dianjurkan oleh PERKENI (2011). Pasien diajarkan monitoring apa yang harus dilakukan, yaitu monitoring metabolik secara umum. Pasien diajarkan pentingnya pemeriksaan gula darah secara mandiri maupun dengan pemeriksaan ke laboratorium. Pasien diajarkan bagaimana cara menggunakan alat *easy touch* dan waktu yang tepat untuk memantau kadar gula darahnya, yaitu saat sebelum makan, menjelang waktu tidur, dan saat tidur (PERKENI, 2011).

Pada penelitian ini pasien juga diajarkan cara pengaturan nutrisi/diet yang tepat. Prinsip pengaturan nutrisi pada pasien DM tipe 2 yaitu makanan yang seimbang dan sesuai dengan kebutuhan kalori dan zat gizi masing-masing individu. Pengaturan jadwal, jenis, dan jumlah makanan merupakan aspek yang sangat penting untuk diperhatikan, terutama pada pasien dengan terapi insulin (PERKENI, 2011; Smeltzer & Bare, 2001). Peneliti memberikan penguatan kepada pasien untuk sebaiknya mematuhi nutrisi yang tepat agar penyakitnya tidak berkembang semakin parah. Olahraga dan aktivitas fisik merupakan salah satu dari empat pilar penatalaksanaan DM. Olahraga dan aktifitas fisik dapat menjaga kebugaran, menurunkan berat badan, dan memperbaiki sensitivitas insulin. Olahraga yang dilakukan sifatnya *CRIPE (continous, Rhytmical, interval, progressive, endurance training)* (PERKENI, 2011). Peneliti memberikan saran kepada pasien agar sebaiknya menghindari kebiasaan hidup bermalas-malasan, dan mengonsumsi makanan siap saji. Peneliti memberikan informasi mengenai jenis olahraga yang bisa dilakukan dan sesuai dengan kemampuan pasien, waktu olahraga, dan hal-hal yang harus dilakukan sebelum olahraga.

Berdasarkan hasil penelitian yang dilakukan oleh Hanif (2012) DSME terbukti mampu menurunkan tingkat stres dan meningkatkan mekanisme koping pasien DM tipe 2. Peneliti mengeksplorasi perasaan pasien, dan masalah yang mungkin dialami pasien. Pasien diajarkan bagaimana stres dapat mempengaruhi kadar gula darah dan memperparah penyakit. Pasien juga diajarkan pentingnya keterbukaan kepada keluarga terhadap masalah yang dialaminya sehingga pasien dapat memperoleh dukungan sosial. Manajemen stres yang baik terbukti dapat menurunkan kadar hormon kortisol dalam darah dan memperbaiki kontrol metabolik pasien (Wade & Tavis, 2007).

Komponen terakhir yang diajarkan kepada pasien adalah mengenai sistem pelayanan kesehatan dan akses pasien terhadap fasilitas pelayanan kesehatan. Sebelum memberikan informasi terkait sistem pelayanan kesehatan ini, peneliti terlebih dahulu mengkaji fasilitas pelayanan kesehatan yang ada di sekitar pasien. Peneliti memberikan saran kepada pasien untuk kontrol secara rutin ke Puskesmas atau fasilitas pelayanan kesehatan terdekat, sehingga pasien dapat mengetahui perkembangan penyakitnya dan berkonsultasi dengan dokter. Berdasarkan hasil wawancara dengan kepala Prolanis Puskesmas Gajahan Surakarta, pemeriksaan kadar gula darah pada pasien DM dilakukan 1 bulan sekali, sedangkan pemeriksaan kadar kolesterol dilakukan 3 bulan sekali. Rata-rata pasien dalam penelitian menjalani rawat jalan untuk memeriksakan kadar gula darah ke prolanis sebanyak 1 bulan sekali, namun beberapa pasien menjalani pertemuan 1 bulan 2 kali dan 3 bulan sekali tergantung pada kemauan pasien dan ketersediaan obat-obatan yang dikonsumsi oleh pasien (Data primer, 2015).

Komponen-komponen DSME yang telah diajarkan kepada pasien dapat meningkatkan pengetahuan dan ketrampilan perawatan mandiri pasien. Kemampuan individu untuk melakukan perawatan diri (*self care*) dipengaruhi oleh usia, status perkembangan, pengalaman hidup, orientasi sosial budaya, kesehatan dan sumber daya yang tersedia. Perawatan diri dilakukan karena adanya masalah kesehatan atau penyakit dengan tujuan mencegah penyakit dan meningkatkan kesehatan (Asmadi, 2008).

Self care sangat penting dilakukan oleh pasien DM tipe 2 untuk mencegah terjadinya ulkus diabetik dan komplikasi lain yang lebih parah. *Self care* yang dilakukan pasien erat kaitannya dengan teori Orem dalam keperawatan. Model konseptual keperawatan Orem dikenal sebagai *self care deficit theory of nursing* (SDCTN) yang terdiri dari tiga teori yang saling berhubungan, yaitu teori perawatan diri yang menggambarkan mengapa dan bagaimana manusia melakukan perawatan terhadap dirinya sendiri, teori defisit perawatan diri yang menggambarkan dan menjelaskan mengapa manusia dapat dibantu melalui keperawatan, dan teori sistem keperawatan yang menggambarkan dan menjelaskan bagaimana asuhan keperawatan dapat diterapkan kepada pasien (Tomey dan Aligood, 2006 dalam Rondhianto, 2011).

Berdasarkan hasil penelitian dan teori yang telah dijabarkan di atas, DSME mampu menurunkan kadar gula darah melalui perawatan mandiri yang dilakukan oleh pasien pada kelompok intervensi. Penurunan yang terjadi pada kelompok kontrol dapat disebabkan oleh beberapa faktor, diantaranya adalah pasien pada kelompok kontrol telah mengetahui secara singkat mengenai konsep dasar DM dan perawatan mandiri yang harus dilakukan. Pasien telah mengetahui definisi DM, klasifikasi DM, penyebab DM, faktor risiko DM, tanda dan gejala DM, komplikasi DM, monitoring yang harus dilakukan, namun pasien tidak mengetahui pengaturan nutrisi yang tepat, jenis-jenis olahraga yang dianjurkan, dan manajemen stres yang bisa dilakukan (Data Primer, 2015).

KESIMPULAN DAN SARAN

Kesimpulan

Berdasarkan hasil penelitian dan pembahasan dapat disimpulkan sebagai berikut :

- a. Dilihat dari hasil pengukuran kadar gula darah pasien DM tipe 2 sebelum penkes DSME terdapat 36 % gula darah pasien dalam batas normal. Setelah diberikan DSME meningkat menjadi 87 % gula darah pasien yang menjadi normal
- b. Dilihat pengaruh pada pasien sebelum diberikan DSME dan pasien setelah diberikan DSME jelas terdapat perbedaan tingkat pengetahuannya. Pengetahuan pasien dibuktikan dengan cara membandingkan hasil pre-test dan post-test pada pasien DM tipe 2 yang ternyata ada penurunan kadar gula darah setelah diberikan DSME.

Saran

Saran yang diberikan terkait dengan hasil penelitian ini antara lain sebagai berikut:

- 1) Bagi Institusi Pendidikan
DSME dapat dijadikan suatu materi pokok dalam pembelajaran asuhan keperawatan pada pasien DM tipe 2 dan sumber referensi bagi dosen dan mahasiswa dalam mengembangkan ilmu keperawatan atau penelitian terkait.
- 2) Bagi Institusi Pelayanan Kesehatan
DSME dapat dijadikan sebagai suatu program promosi kesehatan untuk meningkatkan kemampuan perawatan mandiri pasien DM tipe 2. DSME dapat dijadikan suatu SOP, sumber referensi atau sumber acuan dalam penanganan pasien DM tipe 2 baik dalam lingkup klinik maupun komunitas.

- 3) Bagi Profesi Keperawatan
DSME dapat dijadikan sumber informasi bagi perawat dalam memberikan edukasi kepada pasien DM tipe 2 baik perawat klinik maupun perawat komunitas. Sehingga harapannya perawat ikut membantu pasien dalam upaya pengontrolan kadar gula darah agar tidak terjadi komplikasi DM lain.
- 4) Bagi Masyarakat dan Responden
Masyarakat dan responden diharapkan dapat menerapkan ilmu yang telah diperoleh melalui perawatan mandiri yang benar dan memberikan ilmu tersebut kepada orang lain yang belum mengetahuinya.

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BIODATA

Yandri Ratu Sepeh adalah seorang mahasiswa program pascasarjana Universitas Nusa Cendana Kupang. Ia menyelesaikan pendidikan S1 di Sekolah Tinggi Ilmu Kesehatan Nusantara Kupang program studi S1 keperawatan pada tahun 2018 dan langsung melanjutkan pendidikannya di Universitas Nusa Cendana Kupang Program Studi Ilmu Kesehatan Masyarakat dengan peminatan Epidemiologi. Ia lahir pada tanggal 5 April 1995 di pulau Ndao, Kabupaten Rote Ndao, Propinsi Nusa Tenggara Timur.

ESTIMASI PROPORSI UNTUK MENAKSIR PREVALENSI PENYAKIT MALARIA, DBD DAN ISPA DI KABUPATEN BELU PADA TAHUN 2011

Fransiskus Ardy Seran¹⁾, Apris A. Adu²⁾, Imelda F. E Manurung³⁾
Fakultas Kesehatan Masyarakat-Undana

ABSTRAK

Di Kabupaten Belu terdapat 3 penyakit yang sering menyerang masyarakat dan menjadi momok yang menakutkan bagi pemerintah. Ketiga penyakit tersebut yaitu Malaria, DBD, dan ISPA. Penelitian ini bertujuan untuk mengetahui estimasi proporsi untuk menaksir prevalensi penyakit Malaria, Demam Berdarah Dengue (DBD), dan Infeksi Saluran Pernapasan Akut (ISPA) di Kabupaten Belu tahun 2011. Berdasarkan manfaat atau kegunaannya penelitian ini adalah applied research (penelitian terapan). Populasi dalam penelitian ini yaitu seluruh masyarakat Kabupaten Belu yang berjumlah 422.608 jiwa. Sampel pada penelitian ini adalah semua penderita yang tercatat pada sumber data yang diperoleh dari Dinas Kesehatan Kabupaten Belu pada tahun 2010 sebagai sampel. Hasil penelitian menunjukkan bahwa peneliti merasa 95% yakin bahwa penderita malaria di Kabupaten Belu pada bulan Juli 2010 berada dalam interval 0,51% sampai 0,55%, penderita malaria di Kabupaten Belu pada bulan September 2010 berada dalam interval 0,52% sampai 0,56%, penderita DBD di Kabupaten Belu pada bulan April 2010 berada dalam interval 0,12% sampai 0,14%, penderita DBD di Kabupaten Belu pada bulan Mei 2010 berada dalam interval 0,12% sampai 0,14%, penderita ISPA di Kabupaten Belu pada bulan Mei 2010 berada dalam interval 4,04% sampai 4,16%, penderita ISPA di Kabupaten Belu pada bulan September 2010 berada dalam interval 3,94% sampai 4,06%. Melihat hasil penelitian ini maka dapat disimpulkan bahwa jika tidak ada tindakan preventif dan promotif untuk menanggulangi kejadian penyakit ini maka diperkirakan kejadian penyakit ini akan semakin meningkat pada bulan yang sama di tahun berikut.

Kata Kunci : *Estimasi Proporsi, Malaria, DBD, ISPA*

ABSTRACT

In Belu Regency there are three diseases which often attack the society and become horrible ghost for the government. Those diseases are malaria, DBD and ISPA. Based on the data of Health Department in Belu Regency shows that those diseases have increasing in total case. The purpose of this research is to know proportion estimation to estimate prevalence malaria diseases, DBD, and ISPA in Belu regency 2011. Based on the benefit of this research is applied research. The population of this research is all people of Belu regency is 422.608 person. Sample population of this research is all suffers written on data based which taken from Health Department of Belu regency on 2010. The result of the research shows that the researcher sure 95% of malaria sufferer in Belu regency on May 2010 are interval 0,51% until 0,55%, the sufferer of malaria on September 2010 are in interval 0,52% until 0,56%, DBD's sufferer in Belu Regency on April 2010 are in interval 0,12% until 0,14%, DBD's sufferer in Belu Regency on May 2010 are in interval 0,12% until 0,16%, ISPA's sufferer in Belu regency on May 2010 are in interval 4,04% until 4,16%, ISPA's sufferer in Belu regency on September 2010 are in interval 3,94% until 4,06%. Looking at the result, it can be concluded that if there is no preventative and promotive measure to overcome the disease accrued so it was estimate the diseases occurred will be increasing on the same month in the next year.

Keywords : *Proportion Estimation, Malaria, DBD, ISPA*

PENDAHULUAN

Statistika adalah pengetahuan yang membahas tentang cara-cara pengumpulan data, penyajian data, pengolahan atau analisis data (termasuk Interpretasinya), dan penarikan kesimpulan berdasarkan kumpulan data dan analisis yang dilakukan¹⁹. Statistika dapat diterapkan dalam segala bidang dalam kehidupan sehari-hari, misalnya bidang sosial, ekonomi, kesehatan dan bidang lainnya. Salah satu pemanfaatannya yaitu di bidang kesehatan yakni dalam statistik kesehatan.

Statistik kesehatan ialah data atau informasi yang berkaitan dengan masalah kesehatan yang sangat bermanfaat untuk kepentingan administratif seperti merencanakan program pelayanan kesehatan, menentukan alternatif penyelesaian masalah kesehatan, melakukan analisis tentang berbagai penyakit selama periode waktu tertentu (*time series analysis*), dan memberikan penerangan tentang kesehatan kepada masyarakat². Salah satu penerapan statistika kesehatan yaitu melakukan estimasi untuk menaksir hubungan parameter populasi yang tidak diketahui.

Estimasi adalah proses yang menggunakan sampel statistik untuk menduga atau menaksir hubungan parameter populasi yang tidak diketahui. Estimator (penaksir) adalah suatu statistik (harga sampel) yang digunakan untuk menduga suatu parameter¹⁰. Estimasi atau taksiran akan dipakai sebagai dasar untuk kita dalam mengambil suatu keputusan. Dengan diterapkannya rumus estimasi proporsi maka kita dapat memperkirakan kisaran penderita suatu penyakit yang ada di lapangan.

Di Kabupaten Belu terdapat 3 penyakit yang sering menyerang masyarakat dan menjadi momok yang menakutkan bagi pemerintah Kabupaten Belu. Ketiga penyakit tersebut yaitu Malaria, Demam Berdarah Dengue (DBD), dan Infeksi Saluran Pernapasan Akut (ISPA). Berdasarkan data dari Dinas Kesehatan Kabupaten Belu menunjukkan bahwa ketiga penyakit tersebut mengalami peningkatan jumlah kasus. Jumlah penderita penyakit malaria tahun 2009 berjumlah 21.771 meningkat pada tahun 2010 menjadi 23.948 penderita. Jumlah penderita penyakit DBD pada tahun 2009 berjumlah 7.609 meningkat pada tahun 2010 menjadi 8.221 penderita. Jumlah penderita penyakit ISPA pada tahun 2009 berjumlah 177.488 meningkat pada tahun 2010 menjadi 195.237 penderita.

Dari kenyataan yang ada maka peneliti tertarik untuk melakukan suatu penelitian dengan judul *Estimasi Proporsi Untuk Menaksir Prevalensi Penyakit Malaria, DBD, dan ISPA di Kabupaten Belu Pada Tahun 2011*.

METODE PENELITIAN

Jenis penelitian ini berdasarkan manfaat atau kegunaannya adalah *applied research* (penelitian terapan). Penelitian ini dilakukan untuk memperbaiki atau memodifikasi proses suatu sistem atau program, dengan menerapkan teori-teori kesehatan yang ada¹⁵. Oleh karena itu, dalam penelitian ini peneliti melakukan estimasi proporsi untuk menaksir prevalensi penyakit.

HASIL DAN DISKUSI

Estimasi Proporsi Prevalensi Kasus Malaria, DBD dan ISPA di Kabupaten Belu

1. Estimasi untuk Penyakit Malaria
 - a. Estimasi untuk Bulan Juli 2011

Populasi penduduk Kabupaten Belu pada bulan Juli 2010 adalah 422.608 jiwa. Jumlah kasus (sampel) penderita malaria di Kabupaten Belu pada bulan ini yang diperoleh dari Dinas Kesehatan yaitu 2.260 orang.

$$\left[\begin{array}{l} PE = p = \frac{2.260}{422.608} = 0,0053 = 0,53\% \\ q = 1 - p = 1 - 0,0053 = 0,9947 \end{array} \right]$$

$$\begin{aligned} Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}} &= \\ &= 1,96 \sqrt{\frac{0,0053 \times 0,9947}{422.608}} \\ &= 1,96 \times 0,00011 \\ &= 0,00022 \end{aligned}$$

$$\begin{aligned} P - Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}} &< \pi < P + Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}} \\ 0,0053 - 0,00022 &< \pi < 0,0053 + 0,00022 \\ 0,0051 &< \pi < 0,0055 \end{aligned}$$

Peneliti merasa 95% yakin bahwa penderita malaria di Kabupaten Belu pada bulan Juli 2011 berada dalam interval 0,51% sampai 0,55% dari jumlah populasi. Perhitungannya :

$$\begin{aligned} &= \frac{0,55}{100} \times 422.608 = 2.324,34 = 2.324 \\ &= \frac{0,51}{100} \times 422.608 = 2.155,30 = 2.155 \end{aligned}$$

Berdasarkan hasil perhitungan ini maka diperkirakan angka penderita malaria pada bulan Juli tahun 2011 akan berkisar antara 2.155 penderita sampai 2.324 penderita.

b. Estimasi untuk Bulan September 2011

Populasi penduduk Kabupaten Belu pada bulan September 2010 adalah 422.608 jiwa. Jumlah kasus (sampel) penderita malaria di Kabupaten Belu pada bulan ini yang diperoleh dari Dinas Kesehatan yaitu 2.271 orang.

$$\begin{aligned} PE = p &= \frac{2.271}{422.608} = 0,0054 = 0,54\% \\ q &= 1 - p = 1 - 0,0054 = 0,9946 \\ Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}} &= \\ &= 1,96 \sqrt{\frac{0,0054 \times 0,9946}{422.608}} \\ &= 1,96 \times 0,00011 \\ &= 0,00021 \end{aligned}$$

$$P - Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}} < \pi < P + Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}}$$

$$0,0054 - 0,00021 < \pi < 0,0054 + 0,00021$$

$$0,0052 < \pi < 0,0056$$

Peneliti merasa 95% yakin bahwa penderita malaria di Kabupaten Belu pada bulan September 2011 berada dalam interval 0,52% sampai 0,56% dari jumlah Populasi. Perhitungannya :

$$= \frac{0,56}{100} \times 422.608 = 2.366,60 = 2.366$$

$$= \frac{0,52}{100} \times 422.608 = 2.197,56 = 2.198$$

Berdasarkan hasil perhitungan ini maka diperkirakan angka penderita malaria pada bulan September tahun 2011 akan berkisar antara 2.198 penderita sampai 2.366 penderita.

2. Estimasi untuk Penyakit DBD

a. Estimasi untuk Bulan April 2011

Populasi penduduk Kabupaten Belu pada bulan April 2010 adalah 422.608 jiwa. Jumlah kasus (sampel) penderita DBD di Kabupaten Belu pada bulan ini yang diperoleh dari Dinas Kesehatan yaitu 565 orang.

$$PE = p = \frac{565}{422.608} = 0,0013 = 0,13\%$$

$$q = 1 - p = 1 - 0,0013 = 0,9987$$

$$Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}} =$$

$$= 1,96 \sqrt{\frac{0,0013 \times 0,9987}{422.608}}$$

$$= 1,96 \times 0,000055$$

$$= 0,00011$$

$$P - Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}} < \pi < P + Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}}$$

$$0,0013 - 0,00011 < \pi < 0,0013 + 0,00011$$

$$0,0012 < \pi < 0,0014$$

Peneliti merasa 95% yakin bahwa penderita DBD di Kabupaten Belu pada bulan April 2011 berada dalam interval 0,12% sampai 0,14% dari Jumlah populasi. Perhitungannya :

$$= \frac{0,12}{100} \times 422.608 = 507,13 = 507$$

$$= \frac{0,14}{100} \times 422.608 = 591,65 = 592$$

Berdasarkan hasil perhitungan ini maka diperkirakan angka penderita DBD pada bulan April tahun 2011 akan berkisar antara 507 penderita sampai 592 penderita.

b. Estimasi untuk Bulan Mei 2011

Populasi penduduk Kabupaten Belu pada bulan Mei 2010 adalah 422.608 jiwa. Jumlah kasus (sampel) penderita DBD di Kabupaten Belu pada bulan ini yang diperoleh dari Dinas Kesehatan yaitu 562 orang.

$$PE = p = \frac{562}{422.608} = 0,0013 = 0,13\%$$

$$q = 1 - p = 1 - 0,0013 = 0,9987$$

$$Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}} =$$

$$= 1,96 \sqrt{\frac{0,0013 \times 0,9987}{422.608}}$$

$$= 1,96 \times 0,000055$$

$$= 0,00011$$

$$P - Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}} < \pi < P + Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}}$$

$$0,0013 - 0,00011 < \pi < 0,0013 + 0,00011$$

$$0,0012 < \pi < 0,0014$$

Peneliti merasa 95% yakin bahwa penderita DBD di Kabupaten Belu pada bulan Mei 2011 berada dalam interval 0,12% sampai 0,14% dari Jumlah populasi. Perhitungannya :

$$= \frac{0,12}{100} \times 422.608 = 507,13 = 507$$

$$= \frac{0,14}{100} \times 422.608 = 591,65 = 592$$

Berdasarkan hasil perhitungan ini maka diperkirakan angka penderita DBD pada bulan Mei tahun 2011 akan berkisar antara 507 penderita sampai 592 penderita.

3. Estimasi untuk Penyakit ISPA

a. Estimasi untuk Bulan Mei 2011

Populasi penduduk Kabupaten Belu pada bulan Mei 2010 adalah 422.608 jiwa. Jumlah kasus (sampel) penderita ISPA di Kabupaten Belu pada bulan ini yang diperoleh dari Dinas Kesehatan yaitu 17.324 orang.

$$PE = p = \frac{17.324}{422.608} = 0,041 = 4,1\%$$

$$q = 1 - p = 1 - 0,041 = 0,959$$

$$\begin{aligned}
Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}} &= \\
&= 1,96 \sqrt{\frac{0,041 \times 0,959}{422.608}} \\
&= 1,96 \times 0,00031 \\
&= 0,00061 \\
P - Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}} &< \pi < P + Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}} \\
0,041 - 0,00061 &< \pi < 0,041 + 0,00061 \\
0,0404 &< \pi < 0,0416
\end{aligned}$$

Peneliti merasa 95% yakin bahwa penderita ISPA di Kabupaten Belu pada bulan Mei 2011 berada dalam interval 4,04 % sampai 4,16% dari jumlah populasi. Perhitungannya :

$$\begin{aligned}
&= \frac{4,04}{100} \times 422.608 = 17.073,36 = 17.073 \\
&= \frac{4,16}{100} \times 422.608 = 17.580,49 = 17.580
\end{aligned}$$

Berdasarkan hasil perhitungan ini maka diperkirakan angka penderita ISPA pada bulan Mei tahun 2011 akan berkisar antara 17.073 penderita sampai 17.580 penderita.

b. Estimasi untuk Bulan September 2011

Populasi penduduk Kabupaten Belu pada bulan September 2010 adalah 422.608 jiwa. Jumlah kasus (sampel) penderita ISPA di Kabupaten Belu pada bulan ini yang diperoleh dari Dinas Kesehatan yaitu 16.767 orang.

$$\begin{aligned}
PE = p &= \frac{16.767}{422.608} = 0,040 = 4,0\% \\
q &= 1 - p = 1 - 0,04 = 0,96 \\
Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}} &= \\
&= 1,96 \sqrt{\frac{0,040 \times 0,96}{422.608}} \\
&= 1,96 \times 0,0003 \\
&= 0,0006 \\
P - Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}} &< \pi < P + Z_{\alpha/2} \sqrt{\frac{p(1-p)}{n}} \\
0,04 - 0,0006 &< \pi < 0,04 + 0,0006 \\
0,0394 &< \pi < 0,0406
\end{aligned}$$

Peneliti merasa 95% yakin bahwa penderita ISPA di Kabupaten Belu pada bulan September 2011 berada dalam interval 3,94% sampai 4,06% dari jumlah populasi. Perhitungannya :

$$\begin{aligned} &= \frac{3,94}{100} \times 422.608 = 16.650,76 = 16.651 \\ &= \frac{4,06}{100} \times 422.608 = 17.157,88 = 17.158 \end{aligned}$$

Berdasarkan hasil perhitungan ini maka diperkirakan angka penderita ISPA pada bulan September tahun 2011 akan berkisar antara 16.654 penderita sampai 17.158 penderita.

BAHASAN

1. Estimasi untuk Penyakit Malaria

a) Estimasi bulan Juli 2011 dan bulan September 2011

Populasi penduduk Kabupaten Belu pada bulan Juli 2010 adalah 422.608 jiwa. Sedangkan jumlah kasus (sampel) penderita malaria di Kabupaten Belu pada bulan ini yang diperoleh dari Dinas Kesehatan yaitu 2.260 orang. Dari hasil kalkulasi estimasi, peneliti merasa 95% yakin bahwa penderita malaria di Kabupaten Belu pada bulan Juli 2010 berada dalam interval 0,51% sampai 0,55%. Artinya peneliti memperkirakan sekitar 2.155 sampai 2.324 penduduk Kabupaten Belu menderita malaria pada bulan ini.

Populasi penduduk Kabupaten Belu pada bulan September 2010 adalah 422.608 jiwa. Sedangkan jumlah kasus (sampel) penderita malaria di Kabupaten Belu pada bulan ini yang diperoleh dari Dinas Kesehatan yaitu 2.271 orang. Dari hasil kalkulasi estimasi, peneliti merasa 95% yakin bahwa penderita malaria di Kabupaten Belu pada bulan September 2010 berada dalam interval 0,52% sampai 0,56%. Artinya peneliti memperkirakan sekitar 2.198 sampai 2.366 penduduk Kabupaten Belu menderita malaria pada bulan ini.

Perkiraan angka prevalensi penyakit Malaria menunjukkan bahwa kemungkinan besar angka penderita malaria pada kedua bulan ini tahun 2011 akan lebih tinggi dibandingkan pada tahun 2010. Hal ini menuntut semua pihak yang terkait untuk lebih giat dan serius lagi dalam menjalankan tindakan preventif dan promotif sehingga peningkatan jumlah kasus malaria ini dapat ditekan. Tindakan yang dimaksud antara lain:

- 1) Hindari gigitan nyamuk
 - a) tidur memakai kelambu
 - b) menggunakan anti nyamuk bakar / semprot / lotion
 - c) memasang kawat kasa pada lubang angin rumah dan jendela
 - d) menjauhkan kandang ternak dari rumah
 - e) kurangi berada di luar rumah pada malam hari
- 2) Membunuh jentik nyamuk
 - a) menimbun atau mengalirkan genangan air
 - b) menjaga kebersihan lingkungan
 - c) menekan kepadatan nyamuk dengan menebarkan ikan pemakan jentik, seperti ikan kepala timah, nila merah, gupi, dan mujair.
- 3) Melakukan advokasi terhadap pemerintah dalam mempengaruhi pengambilan kebijakan yang lebih menekankan pada kegiatan preventif dan promotif serta melalui pendidikan kesehatan, misalnya dalam peningkatan gizi, kebiasaan hidup, perbaikan sanitasi lingkungan seperti penyediaan air rumah tangga yang

baik, perbaikan cara pembuangan sampah, kotoran, air limbah, dan hygiene perorangan.

2. Estimasi untuk penyakit DBD

b) Estimasi bulan April 2011 dan bulan Mei 2011

Populasi penduduk Kabupaten Belu pada bulan April 2010 adalah 422.608 jiwa. Sedangkan jumlah kasus (sampel) penderita DBD di Kabupaten Belu pada bulan ini yang diperoleh dari Dinas Kesehatan yaitu 556 orang. Dari hasil kalkulasi estimasi, peneliti merasa 95% yakin bahwa penderita DBD di Kabupaten Belu pada bulan April 2010 berada dalam interval 0,12% sampai 0,14%. Artinya peneliti memperkirakan sekitar 507 sampai 592 penduduk Kabupaten Belu menderita DBD pada bulan ini.

Populasi penduduk Kabupaten Belu pada bulan Mei 2010 adalah 422.608 jiwa. Sedangkan jumlah kasus (sampel) penderita DBD di Kabupaten Belu pada bulan ini yang diperoleh dari Dinas Kesehatan yaitu 562 orang. Dari hasil kalkulasi estimasi, peneliti merasa 95% yakin bahwa penderita DBD di Kabupaten Belu pada bulan Mei 2010 berada dalam interval 0,12% sampai 0,14%. Artinya peneliti memperkirakan sekitar 507 sampai 592 penduduk Kabupaten Belu menderita DBD pada bulan ini.

Perkiraan angka prevalensi penyakit DBD ini menunjukkan bahwa kemungkinan besar penderita DBD di Kabupaten Belu pada kedua bulan ini tahun 2011 akan lebih banyak dari pada tahun 2010. Jika tidak ada tindakan preventif dan promotif untuk menanggulangi kejadian penyakit ini maka diperkirakan kejadian penyakit ini pada bulan yang sama di tahun 2011 akan semakin meningkat. Oleh karena itu, perlu adanya upaya dari pihak-pihak terkait dalam melakukan kegiatan pencegahan terhadap penyakit DBD. Tindakan preventif dan promotif yang dilakukan yaitu melalui peningkatan anggaran kegiatan preventif dan promotif serta melalui pendidikan kesehatan, misalnya dalam peningkatan gizi, kebiasaan hidup, perbaikan sanitasi lingkungan seperti penyediaan air rumah tangga yang baik, perbaikan cara pembuangan sampah, kotoran, air limbah, dan hygiene perorangan. Selain itu, beberapa cara yang paling efektif dalam mencegah penyakit DBD melalui metode pengontrolan atau pengendalian vektornya yaitu :

1. Pemberantasan Sarang Nyamuk (PSN), pengelolaan sampah padat, modifikasi tempat perkembangbiakan nyamuk hasil samping kegiatan manusia, dan perbaikan desain rumah.
2. Pemeliharaan ikan pemakan jentik (ikan adu/ikan cupang) pada tempat air kolam, dan bakteri (Bt.H-14).
3. Pengasapan/fogging (dengan menggunakan malathion dan fenthion).
4. Memberikan bubuk abate pada tempat-tempat penampungan air seperti, gentong air, vas bunga, kolam, dan lain-lain.

3. Estimasi untuk Penyakit ISPA

a) Estimasi bulan Mei 2011 dan bulan September 2011

Populasi penduduk Kabupaten Belu pada bulan Mei 2010 adalah 422.608 jiwa. Sedangkan jumlah kasus (sampel) penderita ISPA di Kabupaten Belu pada bulan ini yang diperoleh dari Dinas Kesehatan yaitu 17.324 orang. Dari hasil kalkulasi estimasi, peneliti merasa 95% yakin bahwa penderita ISPA di Kabupaten Belu pada bulan Mei 2010 berada dalam interval 4,04%

sampai 4,16%. Artinya peneliti memperkirakan sekitar 17.073 sampai 17.580 penduduk Kabupaten Belu menderita ISPA pada bulan ini.

Populasi penduduk Kabupaten Belu pada bulan September 2010 adalah 422.608 jiwa. Sedangkan jumlah kasus (sampel) penderita ISPA di Kabupaten Belu pada bulan ini yang diperoleh dari Dinas Kesehatan yaitu 16.767 orang. Dari hasil kalkulasi estimasi, peneliti merasa 95% yakin bahwa penderita ISPA di Kabupaten Belu pada bulan September 2010 berada dalam interval 3,94% sampai 4,06%. Artinya peneliti memperkirakan sekitar 16.651 sampai 17.158 penduduk Kabupaten Belu menderita ISPA pada bulan ini.

Perkiraan angka prevalensi penyakit ISPA menunjukkan bahwa kemungkinan besar penderita ISPA di Kabupaten Belu pada kedua bulan ini tahun 2011 akan lebih tinggi dari pada tahun 2010. Apabila tidak ada perhatian yang khusus dari Pemerintah dan pihak-pihak yang terkait maka akan terjadi peningkatan jumlah kasus pada bulan yang sama di tahun berikutnya. Peningkatan jumlah kasus ISPA ini dapat ditekan melalui kegiatan-kegiatan preventif dan promotif yang intensif dari semua pihak yang terkait serta partisipasi aktif dari semua masyarakat.

Keadaan gizi dan keadaan lingkungan merupakan hal yang penting bagi pencegahan penyakit ISPA. Beberapa hal yang perlu dilakukan untuk mencegah ISPA antara lain dengan memberikan gizi yang cukup kepada anak atau dapat juga dengan melakukan imunisasi untuk menjaga kekebalan tubuh. Selain itu, perilaku hidup bersih dan sehat merupakan modal utama bagi pencegahan ISPA.

Tindakan promotif yang dilakukan yaitu melalui pemasangan poster serta iklan kesehatan yang menarik untuk mengajak masyarakat hidup sehat serta melalui pendidikan kesehatan, misalnya dalam peningkatan gizi, kebiasaan hidup, perbaikan sanitasi lingkungan seperti penyediaan air rumah tangga yang baik, perbaikan cara pembuangan sampah, kotoran, air limbah, dan hygiene perorangan

SIMPULAN DAN SARAN

Simpulan

1. Estimasi proporsi untuk penyakit Malaria di Kabupaten Belu pada bulan Juli 2011 berada dalam interval 0,51% sampai 0,55%. Artinya peneliti memperkirakan sekitar 2.155 sampai 2.324 penduduk Kabupaten Belu menderita malaria pada bulan ini. Sedangkan estimasi proporsi untuk penyakit Malaria di Kabupaten Belu pada bulan September 2011 berada dalam interval 0,52% sampai 0,56%. Artinya peneliti memperkirakan sekitar 2.198 sampai 2.366 penduduk Kabupaten Belu menderita malaria pada bulan ini.
2. Estimasi proporsi untuk penyakit DBD di Kabupaten Belu pada bulan April 2011 dan Mei 2011 berada dalam interval 0,12% sampai 0,14%. Artinya peneliti memperkirakan sekitar 507 sampai 592 penduduk Kabupaten Belu menderita DBD pada bulan ini.
3. Estimasi proporsi untuk menaksir prevalensi penyakit ISPA di Kabupaten Belu pada bulan Mei 2011 berada dalam interval 4,04% sampai 4,16%. Artinya peneliti memperkirakan sekitar 17.073 sampai 17.580 penduduk Kabupaten Belu menderita ISPA pada bulan ini. Sedangkan estimasi proporsi pada bulan September 2011 peneliti merasa 95% yakin bahwa penderita ISPA di Kabupaten Belu pada bulan September 2010 berada dalam interval 3,94% sampai 4,06%. Artinya peneliti memperkirakan sekitar 16.651 sampai 17.158 penduduk Kabupaten Belu menderita ISPA pada bulan ini.

Saran

1. Bagi Instansi Kesehatan
Peneliti menghimbau kepada instansi-instansi pelayanan kesehatan khususnya yang berada di wilayah Kabupaten Belu agar dapat mengedepankan upaya-upaya pencegahan kepada masyarakat tentang bahaya penyakit Malaria, DBD dan ISPA sehingga mereka mau memeriksakan diri dan berobat ke Pustu mengingat banyak penderita Malaria, DBD dan ISPA yang tidak pergi berobat.
2. Bagi Masyarakat Umum
Membiasakan diri untuk hidup bersih, seperti cuci tangan sebelum makan dan setelah memakai jamban untuk mencegah terjadinya Malaria, DBD dan ISPA. Masyarakat harus segera menanggulangi penderita Malaria, DBD dan ISPA agar mengurangi resiko kematian.
3. Bagi Peneliti Lain
Kelengkapan berbagai data sangat diperlukan sebelum memulai penelitian, oleh karena data yang lengkap memudahkan jalannya penelitian. Peneliti lain yang tertarik melakukan penelitian yang sejenis diharapkan dapat menjabarkannya berdasarkan daerah spesifikasinya misalnya kecamatan ataupun kelurahan.
4. Bagi Kemajuan IPTEKS
Estimasi sangat diperlukan untuk merencanakan sebuah program. Oleh karena itu, penelitian ini hendaknya dapat digunakan sebagai contoh untuk merencanakan program kesehatan.

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BIODATA

Fransiskus Ardy Seran, SKM adalah seorang Aparatur Sipil Negara (ASN) yang bertugas di Dinas Kesehatan Kabupaten Malaka sebagai seorang Epidemiolog Kesehatan Pertama. Dia menyelesaikan jenjang studi Sarjana di Fakultas Kesehatan Masyarakat Universitas Nusa Cendana Kupang pada tahun 2012. Pria kelahiran Atambua 18 Mei 1988 ini sementara ditugaskan oleh Pemerintah Kabupaten Malaka untuk melanjutkan study di Universitas Nusa Cendana Kupang program studi Ilmu Kesehatan Masyarakat dengan peminatan Epidemiologi.

HUBUNGAN ANTARA PEMBERIAN ASI EKSKLUSIF DENGAN ANGKA KEJADIAN DIARE PADA BAYI USIA 0-6 BULAN (DI PUSKESMAS NUNPENE, KABUPATEN TIMOR TENGAH UTARA, NUSA TENGGARA TIMUR)

Jimris Betty

ABSTRAK

Diare merupakan penyakit menular penyebab kematian bagi bayi di negara berkembang. Di Indonesia, penyakit diare merupakan salah satu masalah kesehatan masyarakat, karena tingginya angka kesakitan dan angka kematian terutama pada balita. Pada tahun 2000, *incident rate* (IR) diare adalah 301/1.000 dan tahun 2010 sebesar 411/1.000. Terjadi peningkatan sekitar 36,5% dalam 10 tahun. Kejadian diare di Provinsi Nusa Tenggara Timur tahun 2012 diperkirakan sebanyak 207.239 penderita dan yang ditangani sebanyak 102.193 penderita atau sebesar 51,2% dari total penderita. Di Kabupaten Timor Tengah Utara (TTU), penyakit diare merupakan penyumbang kematian pada bayi urutan ke 3 setelah gizi buruk dan pneumonia. Pada bayi, terjadinya diare banyak dipengaruhi oleh imunitas, pemberian ASI eksklusif, pola pemberian ASI, pengetahuan ibu, higiene dan sosial budaya setempat. Adapun tujuan dari penelitian ini adalah untuk mengetahui hubungan antara pemberian ASI eksklusif dengan angka kejadian diare pada bayi usia 0-6 bulan. Disain penelitian ini dengan menggunakan studi kasus kontrol dengan sampel 30 kasus dan 60 kontrol. Kelompok kasus ditetapkan berdasarkan hasil diagnosis medis/paramedis yang ditemukan di wilayah kerja Puskesmas Nunpene, Kabupaten TTU dan kasus diare yang tidak berobat ke fasilitas kesehatan, sedangkan kontrol adalah bayi yang tidak pernah menderita diare pada usia 0-6 bulan di wilayah kerja puskesmas. Analisis data dilakukan secara univariabel, analisis bivariabel dengan *chi square test* dan analisis multivariabel dengan menggunakan regresi logistik berganda. Hasil penelitian menunjukkan bahwa faktor risiko yang paling berpengaruh terhadap kejadian diare pada bayi berdasarkan analisis bivariabel adalah pengetahuan ibu (OR = 11,8, p = 0,007, 95% CI: 1,311 – 106,217), dan berdasarkan analisis multivariabel adalah pemberian ASI eksklusif (OR = 4,750, p = 0,001, 95% CI: 1,860 – 12,129). Pemberian ASI tidak eksklusif pada bayi usia 0-6 bulan mempunyai risiko mengalami kejadian diare 4,75 kali lebih besar dibandingkan dengan bayi yang mendapat ASI eksklusif.

Kata Kunci: ASI Eksklusif, Diare Bayi, Studi Kasus Kontrol

LATAR BELAKANG

Diare adalah salah satu penyakit menular yang merupakan penyebab kematian di negara berkembang bagi bayi (18%), lebih dari 5.000 anak yang meninggal setiap hari akibat diare di seluruh dunia. Menurut WHO dan UNICEF, ada sekitar 2 miliar kasus diare di seluruh dunia setiap tahun dan 1,9 juta anak-anak usia kurang dari 5 tahun meninggal karena diare setiap tahun¹. Di Indonesia, diperkirakan kematian anak akibat diare sekitar 200-250 ribu setiap tahunnya².

Kejadian diare di Provinsi Nusa Tenggara Timur tahun 2012 diperkirakan sebanyak 207.239 penderita dan yang ditangani sebanyak 102.193 penderita atau sebesar 51,2% dari total penderita³. Di Kabupaten Timor Tengah Utara (TTU), angka kesakitan diare tahun 2012 sebesar 19,8/1000 penduduk. Puskesmas Nunpene mengalami KLB diare selama 2 tahun berturut-turut⁴.

Pada tahun 2001, *World Health Organization* menyatakan bahwa ASI eksklusif selama 6 bulan pertama hidup bayi adalah yang terbaik⁵. Bayi yang tidak diberi ASI eksklusif

mempunyai risiko menderita diare 5,7 kali dibandingkan dengan bayi yang mendapat ASI eksklusif⁶.

Faktor-faktor yang mempengaruhi kejadian diare berupa faktor lingkungan, faktor balita, faktor ibu dan faktor sosiodemografis^{7,8}. Menyusui tidak hanya melindungi terhadap kematian, tetapi juga mengurangi beban episode diare. Terjadi penurunan rata-rata 4 sampai 5 kali lipat kejadian diare selama 6 bulan pertama kehidupan pada bayi yang mendapatkan ASI eksklusif dibandingkan dengan bayi yang tidak mendapatkan ASI eksklusif⁹. Idealnya, bayi yang diberi ASI eksklusif tidak terkena diare karena ASI merupakan makanan alami yang ideal bagi bayi dan sesuai dengan kondisi sistem pencernaan bayi yang belum matur (pada bayi 0-6 bulan)¹⁰.

Pengetahuan ibu mengenai ASI eksklusif sering tidak diikuti dengan praktiknya. Penyebab kegagalan praktik ASI eksklusif bermacam-macam, seperti pemberian makanan pralakteal, ibu harus bekerja, bayi sakit, ibu lelah/sakit, ibu kurang percaya diri¹¹. Faktor-faktor yang mempengaruhi ibu menghentikan pemberian ASI eksklusif lebih awal adalah faktor pendidikan, perawatan kehamilan ibu selain dengan dokter, usia bayi pada waktu diperkenalkan susu formula, paritas yang tinggi, pekerjaan ibu dan lingkungan rumah sakit yang tidak mendorong praktik pemberian ASI¹². Pola pemberian ASI yang baik adalah ibu menyusui bayinya 8 sampai 12 kali sehari dan harus dilakukan setiap saat bayi meminta. Pemberian ASI yang sering dilakukan akan membantu produksi ASI¹³.

Faktor-faktor yang berkaitan erat dengan pemberian ASI eksklusif, yaitu pengetahuan dan sikap masyarakat lokal tentang menyusui serta faktor sosial budaya¹⁴. Alasan ibu untuk tidak menyusui secara eksklusif dan lebih memilih susu botol karena ibu kembali bekerja, ibu merasa tidak memiliki ASI yang cukup dan mitos budaya bahwa ibu tidak mampu menyusui secara eksklusif¹⁵.

CARA PENELITIAN

Jenis penelitian yang digunakan adalah penelitian kasus kontrol. Subjek penelitian adalah bayi usia 0-6 bulan di Puskesmas Nunpene, Kabupaten TTU, Nusa Tenggara Timur yang pernah mengalami diare pada usia 0-6 bulan dan bayi yang tidak pernah mengalami diare sebagai kontrolnya. Sampel penelitian sebesar 30 kasus dan 60 kontrol, total sampel sebesar 90.

Dalam penelitian ini dilakukan *matching* antara kasus dan kontrol berupa umur dan jenis kelamin bayi. Dengan kriteria inklusi, bayi usia 0-6 bulan dengan gizi baik, bersedia diwawancara, tinggal di wilayah kerja Puskesmas Nunpene. Kriteria eksklusi adalah bayi gizi buruk, bayi prematur, bayi dengan ibu mempunyai penyakit yang berhubungan dengan payudara dan HIV. Alat pengumpul data yang digunakan dalam penelitian ini meliputi dokumentasi dan kuesioner melalui observasi dan wawancara.

HASIL

Penelitian ini dilakukan mulai tanggal 6 September 2013 sampai dengan 30 November 2013. Lokasi penelitian di wilayah Puskesmas Nunpene, Kecamatan Miomaffo Timur, Kabupaten Timor Tengah Utara. Gambaran karakteristik subjek penelitian yang ditemukan pada saat penelitian adalah rerata umur responden penelitian untuk kelompok kasus adalah 33 tahun, sedangkan untuk kelompok kontrol 29 tahun. Tingkat pendidikan responden yang tertinggi untuk kasus pada tingkat tamat SD, sedangkan untuk kontrol pada tingkat tamat SMU.

Kasus diare pada 30 bayi terbanyak ditemukan pada umur 6 bulan. Umur bayi sampel penelitian terbanyak pada umur 5 dan 6 bulan. Menurut jenis kelamin kasus dan kontrol, paling banyak pada laki-laki (53,3%). Proporsi terbesar jenis pekerjaan ibu bayi pada penelitian ini adalah kelompok ibu rumah tangga.

Dalam penelitian ini, variabel independen adalah pemberian ASI eksklusif, dan variabel pengganggu adalah pola pemberian ASI, pengetahuan ibu, higiene ibu dan bayi, sosial budaya ibu. Gambaran variabel independen dan variabel pengganggu yang ditemukan pada saat penelitian, yaitu proporsi terbesar bayi yang tidak diberi ASI eksklusif adalah sebanyak 63,3% untuk kelompok kasus, sedangkan untuk kelompok kontrol proporsi terbesar pada bayi yang diberi ASI eksklusif (73,3%). Menurut pola pemberian ASI, proporsi terbesar sebanyak 83,3% bayi yang diberi ASI secara teratur pada kelompok kasus dan 91,7% pada kelompok kontrol.

Proporsi pengetahuan ibu lebih tinggi pada pengetahuan cukup dibanding pengetahuan rendah untuk kelompok kasus dan kontrol. Untuk kelompok kasus pengetahuan cukup sebanyak 83,3% dan kelompok kontrol 98,3%. Proporsi terbesar higiene kurang baik pada kelompok kasus sebanyak 53,3% sedangkan untuk kelompok kontrol proporsi terbesar pada higiene baik (61,7%). Bila dilihat dari sosial budaya ibu pada penelitian ini, proporsi terbesar untuk kelompok kasus pada sosial budaya kurang baik 63,3%, sedangkan untuk kelompok kontrol proporsi terbesar pada sosial budaya baik (66,7%).

Rangkuman distribusi karakteristik responden dan variabel penelitian selengkapnya seperti ditampilkan pada Tabel 1.

Tabel 1. Distribusi Karakteristik Responden Dan Variabel Penelitian

Karakteristik responden	Kasus		Kontrol		Jumlah	
	n	%	n	%	N	%
Umur responden:						
10-20	0	0	3	5	3	3,3
21-30	10	33	33	55	43	47,8
31-40	16	53	23	38	39	43,3
41-50	4	13	1	2	5	5,6
Total	30	100	60	100	90	100
Tingkat pendidikan responden:						
Tidak tamat SD	1	3	0	0	1	1,1
Tamat SD	12	40	17	28	29	32,2
Tamat SLTP	9	30	15	25	24	26,7
Tamat SMU	6	20	20	33	26	28,9
Perguruan tinggi	2	7	8	13	10	11,1
Total	30	100	60	100	90	100
Umur bayi sampel penelitian:						
1 bulan	1	3,3	2	3,3	3	3,3
2 bulan	2	6,7	4	6,7	6	6,7
3 bulan	4	13,3	8	13,3	12	13,3
4 bulan	5	16,7	10	16,7	15	16,7
5 bulan	9	30,0	18	30,0	27	30,0
6 bulan	9	30,0	18	30,0	27	30,0
Total	30	100	60	100	90	100

Jenis kelamin bayi sampel penelitian:						
Laki-laki	16	53,3	32	53,3	48	53,3
Perempuan	14	46,7	28	46,7	42	46,7
Total	30	100	60	100	90	100
Pekerjaan ibu bayi:						
Ibu rumah tangga	28	93,3	52	86,7	80	88,9
Pegawai negeri/swasta	2	6,7	8	13,3	10	11,1
Total	30	100	60	100	90	100
Pemberian ASI eksklusif:						
Ya	11	36,7	44	73,3	55	61,1
Tidak	19	63,3	16	26,7	35	38,9
Total	30	100	60	100	90	100
Pola pemberian ASI:						
Teratur	25	83,3	55	91,7	80	88,9
Tidak teratur	5	16,7	5	8,3	10	11,1
Total	30	100	60	100	90	100
Pengetahuan ibu:						
Cukup	25	83,3	59	98,3	84	93,3
Kurang	5	16,7	1	1,7	6	6,7
Total	30	100	60	100	90	100
Higiene ibu dan bayi:						
Baik	14	46,7	37	61,7	51	56,7
Kurang	16	53,3	23	38,3	39	43,3
Total	30	100	60	100	90	100
Sosial budaya ibu:						
Baik	11	36,7	40	66,7	51	56,7
Kurang	19	63,3	10	33,3	39	43,3
Total	30	100	60	100	90	100

Hasil analisis tabulasi silang menunjukkan bahwa pemberian ASI eksklusif secara statistik mempunyai hubungan yang signifikan dengan kejadian diare pada bayi dengan nilai $p = 0,001$. Pemberian ASI yang tidak eksklusif berisiko 4,75 kali lebih besar terhadap kejadian diare pada bayi dibandingkan dengan pemberian ASI eksklusif, dengan 95% CI: 1,860 – 12,129. Pola pemberian ASI tidak teratur dapat menyebabkan kejadian diare pada bayi 2,2 kali lebih besar dibandingkan dengan pola pemberian ASI teratur, tetapi secara statistik tidak bermakna dengan nilai $p = 0,236$ dengan 95% *confidence interval*: 0,584-8,291.

Pengetahuan yang kurang tentang diare dan ASI eksklusif dapat menyebabkan kejadian diare 11,8 kali lebih besar dibandingkan dengan pengetahuan yang cukup dan secara statistik signifikan bermakna dengan nilai $p = 0,007$ pada 95% *confidence interval*: 1,311 – 106,217. Higiene yang kurang baik dapat menyebabkan kejadian diare 1,8 kali lebih besar dibandingkan dengan higiene yang baik. Namun, pada penelitian ini secara statistik tidak bermakna dengan nilai $p = 0,176$ pada 95% *confidence interval* (0,758–4,460). Sosial budaya yang kurang baik dapat menyebabkan kejadian diare pada bayi 3,5 kali lebih besar dibandingkan dengan sosial budaya yang baik dan secara statistik signifikan bermakna dengan nilai $p = 0,007$ pada 95% *confidence interval*: 1,382 – 8,636.

Rangkuman analisis bivariabel untuk variabel independen dan variabel pengganggu dalam penelitian selengkapnya ditampilkan pada Tabel 2.

Tabel 2. Analisis Bivariabel Untuk Variabel Independen Dan Variabel Pengganggu

Variabel	Kasus		Kontrol		OR	CI 95%	Nilai p
	n	%	n	%			
Pemberian ASI eksklusif:	19	63,	1	26,	4,750	1,860 – 12,129	– 0,001
Tidak	11	3	6	7			
Ya		36,7	4	73,4			
Total	30	100	6	100			
Pola pemberian ASI:	5	16,	5	8,3	2,200	0,584 – 8,291	0,236
Tidak teratur	25	7	5	91,			
Teratur		83,3	5	7			
Total	30	100	6	100			
Pengetahuan:	5	16,	1	1,7	11,800	1,311 – 106,217	– 0,007
Kurang	25	7	5	98,			
Cukup		83,3	9	3			
Total	30	100	6	100			
Higiene:	16	53,	2	38,	1,839	0,758 – 4,460	0,176
Kurang	14	3	3	3			
Baik		46,7	3	61,7			
Total	30	100	6	100			
Sosial budaya:	19	63,	2	33,	3,455	1,382 – 8,636	0,007
Kurang	11	3	0	3			
Baik		36,7	4	66,7			
Total	30	100	6	100			

Hasil analisis multivariabel pada penelitian ini menunjukkan 1 variabel yang terbukti berpengaruh terhadap kejadian diare pada bayi, yaitu pemberian ASI eksklusif ($OR_{adjusted} = 4,750$; 95% *confidence interval*: 1,860–12,129). Variabel dengan nilai signifikan $> 0,05$ yang dikeluarkan dari persamaan yaitu pola pemberian ASI, pengetahuan ibu, higiene dan sosial budaya. Hasil analisis multivariabel selengkapnya dapat dilihat pada Tabel 3.

Tabel 3. Hasil Analisis Multivariabel Regresi Logistik Berganda: Faktor Yang Berpengaruh Terhadap Kejadian Diare Pada Bayi

	Variabel		Nilai p	OR	95% CI
Langkah 1	Pemberian ASI eksklusif		0,999	1,447	0,000
			0,763	0,781	0,157-3,885
	Pola pemberian ASI		0,178	5,077	0,476-
	Pengetahuan ibu		0,253	1,776	54,123
	Higiene		0,999	0,000	0,664-4,750
	Sosial budaya		0,044	0,007	0,000
Konstanta					
Langkah 2	Pemberian ASI eksklusif		0,999	1,387	0,000
			0,188	4,661	0,472-
	Pengetahuan ibu		0,255	1,770	45,998
	Higiene		0,999	0,000	0,662-4,731
	Sosial budaya		0,026	0,006	0,000
	Konstanta				
Langkah 3	Pemberian ASI eksklusif		0,999	1,508	0,000
			0,147	5,357	0,555-
	Pengetahuan ibu		0,999	0,000	51,709
	Sosial budaya		0,043	0,011	0,000
	Konstanta				
Langkah 4	Pemberian ASI eksklusif		0,009	3,733	1,396-9,981
			0,147	5,357	0,555-
	Pengetahuan ibu		0,038	0,010	51,709
	Konstanta				
Langkah 5	Pemberian ASI eksklusif		0,001	4,750	1,860-
			0,022	0,177	12,129
	Konstanta				

PEMBAHASAN

Diare paling sering terjadi pada anak-anak, terutama yang berusia antara 6 bulan dan 2 tahun. Diare juga terjadi pada bayi di bawah 6 bulan yang minum susu sapi atau susu formula dan mendapat pemberian makanan bayi. Bayi yang mendapat ASI sering memiliki tinja yang lunak, namun ini bukan diare¹⁶. Pada penelitian ini, bayi mengalami diare sebanyak 1-4 kali pada rentang umur 0-6 bulan dan 6,7% bayi yang diare tidak dibawa ke tenaga kesehatan untuk diobati. Bayi yang mengalami kejadian diare diberi obat tradisional berupa damar putih, pucuk delima, biji ketumbar (*Coriandrum sativum*), pucuk jambu.

Analisis *multivariate logistic regression* dengan metode *backward stepwise (likelihood ratio)* menunjukkan variabel yang terbukti berpengaruh terhadap kejadian diare pada bayi adalah: Pemberian ASI eksklusif

Kejadian diare lebih sering terjadi pada bayi usia 0-6 bulan yang tidak diberi ASI eksklusif. Pemberian ASI tidak eksklusif berisiko 4,75 kali lebih besar terhadap kejadian diare pada bayi dibandingkan dengan pemberian ASI eksklusif. Pemberian ASI eksklusif dapat mengurangi risiko bayi terkena diare karena bayi mendapatkan imunitas dari ASI dan bayi tidak terkontaminasi oleh bakteri yang ada dalam makanan selain ASI.

Penelitian ini sesuai dengan hasil penelitian Walker yang menunjukkan bahwa terdapat hubungan antara pemberian ASI eksklusif dengan kejadian diare pada bayi. Walker

melakukan pengamatan bahwa ASI adalah standar emas untuk nutrisi pelindung yang diberikan pada bayi baru lahir dan terbukti secara klinis mempunyai efek perlindungan yang kuat terhadap penyakit diare¹⁰. Menyusui adalah strategi utama untuk pencegahan morbiditas dan mortalitas akibat diare dalam tahun pertama kehidupan⁹.

Ibu cenderung memberikan minuman selain ASI kepada bayi baru lahir karena ASI tidak segera keluar setelah melahirkan pada 25% ibu sehingga ibu lebih memilih untuk memberikan susu formula, air putih, air gula dan teh. Sebanyak 17,8% ibu juga sudah memberikan makanan tambahan lain sejak bayi berusia 3 bulan berupa bubur saring, bubur buatan pabrik, pisang, telur dan roti. Pemberian makanan dan minuman selain ASI ini dapat menyebabkan kejadian diare karena makanan dan minuman yang diberikan bisa saja terkontaminasi oleh bakteri serta kebersihan wadah yang digunakan kurang baik bisa juga menjadi penyebab kejadian diare pada bayi.

Prevalensi diare lebih rendah pada bayi yang diberi ASI eksklusif, dan lebih tinggi pada bayi yang diberi makanan tambahan. Oleh karena itu, perlu diperhatikan faktor pemberian makanan pada anak, terutama selama 6 bulan pertama kelahiran perlu diberikan ASI eksklusif¹⁷.

Faktor risiko yang tidak terbukti berpengaruh terhadap kejadian diare akut pada bayi adalah:

1. Pola pemberian ASI

Pola pemberian ASI merupakan pemberian ASI secara teratur kepada bayi setiap 2-3 jam sekali atau minimal 8 kali dalam sehari. Diharapkan, dengan pemberian ASI secara teratur dapat memenuhi kebutuhan asupan bayi, sehingga bayi tidak kelaparan dan tidak perlu diberi minuman dan makanan tambahan selain ASI sebelum bayi berusia 6 bulan.

Berdasarkan hasil analisis tabulasi silang menunjukkan bahwa pola pemberian ASI tidak teratur dapat menyebabkan kejadian diare pada bayi 2,2 kali lebih besar dibandingkan dengan pola pemberian ASI teratur, tetapi secara statistik tidak bermakna dengan nilai $p = 0,236$ dengan 95% *confidence interval*: 0,584-8,291.

Sebagian besar bayi diasuh oleh ibunya sendiri sehingga memudahkan dalam pemberian ASI. Walaupun mayoritas ibu sudah memberikan ASI secara teratur, namun ibu masih memberikan susu formula dan tambahan makanan kepada bayi karena merasa pemberian ASI saja tidak cukup untuk bayi sebelum bayi berusia 6 bulan. Menurut Fikawati, ibu memberikan makanan tambahan lain kepada bayi karena bayi terus menangis dan persepsi ibu bahwa pemberian ASI saja tidak cukup bagi bayi¹¹.

2. Pengetahuan ibu

Pengetahuan yang kurang tentang diare dan ASI eksklusif dapat menyebabkan kejadian diare 11,8 kali lebih besar dibandingkan pengetahuan yang cukup. Hasil penelitian menunjukkan bahwa masih ada ibu yang beranggapan bahwa diare bukan merupakan penyakit menular dan diare disebabkan karena tumbuh gigi pada bayi. Namun, mayoritas pengetahuan ibu adalah tinggi. Pengetahuan belum tentu sesuai dengan praktik disebabkan oleh sistem kepribadian individu yang terbentuk akibat pendidikan, agama, pengalaman, nilai-nilai yang dianut, lingkungan, kondisi sosial ekonomi dan demografi¹⁸. Penyebab kegagalan praktik ASI eksklusif bermacam-macam, seperti pemberian makanan prelakteal, ibu harus bekerja, bayi sakit, ibu lelah/sakit, ibu kurang percaya diri, dan lain-lain, biasanya terjadi setelah beberapa hari atau minggu¹¹. Ibu memilih tidak menyusui karena tidak mengetahui manfaat dari menyusui. Ibu menghentikan pemberian ASI

eksklusif karena mengalami kesulitan dengan teknik menyusui dan khawatir anaknya tidak mendapatkan cukup makanan¹⁹.

3. Higiene ibu dan bayi

Kebiasaan yang berhubungan dengan kebersihan adalah bagian penting dalam penularan kuman diare, mengubah beberapa kebiasaan tertentu seperti mencuci tangan dengan sabun dapat memutuskan penularan. Hasil analisis bivariabel menunjukkan bahwa higiene yang kurang baik dapat menyebabkan kejadian diare 1,8 kali lebih besar dibandingkan dengan higiene yang baik. Namun, pada penelitian ini secara statistik tidak bermakna dengan nilai $p = 0,176$; 95% *confidence interval* (0,758–4,460). Hasil penelitian menemukan bahwa kelompok kasus masih mempunyai higiene yang kurang khususnya dalam mencuci tangan memakai sabun dan menjaga kebersihan bayi dibandingkan dengan kelompok kontrol. Ibu tidak membersihkan mainan yang biasa dipegang oleh bayi serta tidak memotong kuku bayi secara teratur sehingga apabila bayi memasukkan mainan dan jarinya ke dalam mulut dapat menyebabkan patogen turut masuk ke dalamnya.

Persepsi ibu mempunyai peranan penting dalam menentukan praktik kebersihan yang dilakukan. Kejadian diare terkait dengan lingkungan yang tidak higienis dan praktik penanganan makanan. Penggunaan botol susu untuk anak perlu dikurangi karena sulit untuk dibersihkan. Mencuci tangan dengan sabun merupakan salah satu cara yang paling efektif untuk mengurangi risiko diare²⁰. Pemberian ASI eksklusif melindungi bayi terhadap diare dengan meminimalkan paparan patogen yang ditularkan melalui makanan dan air²¹.

4. Sosial budaya ibu

Sosial budaya yang kurang baik dapat menyebabkan kejadian diare pada bayi 3,5 kali lebih besar dibandingkan dengan sosial budaya yang baik. Hasil perhitungan OR memberikan kesimpulan bahwa sosial budaya ibu yang kurang baik terhadap pemberian ASI eksklusif akan memperbesar kemungkinan terjadinya diare, sehingga dengan mengubah perilaku yang ada di masyarakat diharapkan insidensi diare pada bayi akan menurun. Hasil penelitian menunjukkan bahwa pada kelompok kasus lebih banyak mengikuti sosial budaya yang ada di masyarakat terlebih pada pemberian makanan dan minuman di awal kelahiran dan sebelum bayi berusia 6 bulan. Ibu memberikan makanan tambahan karena pemberian ASI saja dirasa tidak cukup memenuhi kebutuhan bayi supaya bayi tidak kelaparan. Ada kebiasaan di masyarakat untuk memamasi ibu yang baru melahirkan dan bayi di atas bara api selama 7-40 hari.

Faktor sosial budaya sangat mempengaruhi pemberian ASI karena kurangnya kredibilitas ASI eksklusif di mata masyarakat. Menurut pengetahuan lokal, pengenalan awal air pada bayi, teh herbal dan makanan pendamping dirancang untuk meningkatkan kelangsungan hidup anak, yang membuat bayi terpapar kontaminan awal, sehingga meningkatkan morbiditas diare dan kematian¹⁴. Alasan ibu untuk tidak menyusui secara eksklusif karena ibu kembali bekerja, ibu merasa tidak memiliki ASI yang cukup dan mitos budaya bahwa ibu tidak mampu menyusui secara eksklusif¹⁵.

KESIMPULAN DAN SARAN

Bayi yang tidak diberi ASI eksklusif mempunyai risiko menderita diare 4,75 kali lebih besar dibandingkan dengan bayi yang diberi ASI eksklusif. Pola pemberian ASI kurang baik pada bayi usia 0-6 bulan mempunyai risiko mengalami kejadian diare 2,2 kali lebih besar dibandingkan dengan bayi yang mendapat pola pemberian ASI yang baik. Pengetahuan ibu

yang kurang mengenai diare dan ASI eksklusif mempunyai risiko mengalami kejadian diare pada bayi usia 0-6 bulan 11,8 kali lebih besar dibandingkan dengan pengetahuan ibu yang cukup. Higiene kurang baik mempunyai risiko mengalami kejadian diare pada bayi usia 0-6 bulan 1,8 kali lebih besar dibandingkan dengan higiene yang baik. Sosial budaya yang kurang baik mengenai pemberian ASI eksklusif mempunyai risiko mengalami kejadian diare pada bayi usia 0-6 bulan 3,5 kali lebih besar dibandingkan dengan sosial budaya yang baik.

Dinas Kesehatan Provinsi Nusa Tenggara Timur / Kabupaten / Puskesmas diharapkan membuat peningkatan upaya advokasi dengan pihak puskesmas untuk penyediaan anggaran dan tenaga kesehatan dalam pembentukan kelas ibu dan monitoring pemberian ASI eksklusif, advokasi dengan pemerintah daerah untuk meningkatkan partisipasi ibu dalam mengikuti kelas ibu hamil dan ibu menyusui. Pelatihan bagi bidan dan kader posyandu untuk dapat memberikan penyuluhan dan konseling bagi ibu hamil dan ibu menyusui tentang pentingnya upaya pemberian ASI eksklusif, perawatan kesehatan dan pertumbuhan bayi, penggunaan jamban keluarga yang memenuhi syarat, serta perilaku pencegahan yang dapat menghindarkan bayi terkena diare seperti mencuci tangan dengan sabun. Peningkatan cakupan pemberian ASI eksklusif bagi bayi 0-6 bulan yang ada di wilayah kerja puskesmas/posyandu melalui pembentukan kelas ibu hamil dan ibu menyusui sebagai sarana untuk melatih dan mengontrol pemberian ASI eksklusif. Peningkatan upaya monitoring dari kader posyandu terhadap ibu menyusui selama 6 bulan pertama untuk dapat memberikan ASI eksklusif.

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AREAS OF LAW

PENGATURAN HUKUM TINDAK DAN SANKSI PIDANA DALAM JAMINAN FIDUSIA DITINJAU DARI PERSPEKTIF HUKUM PIDANA

Berens Michael Benyamin¹⁾, Saryono Yohanes²⁾, Umbu L. Pekuwal³⁾
Universitas Nusa Cendana Kupang

ABSTRAK

Konsep dasar dari suatu perjanjian kredit adalah kepercayaan, dan sebagai ikutan dari perjanjian pokok dibuatlah perjanjian tambahan yaitu perjanjian fidusia, yang mana diatur pada Undang-undang Nomor 42 Tahun 1999 tentang Jaminan Fidusia. Dalam perjanjian tersebut timbul hak dan kewajiban para pihak. Namun dalam perjalanannya ada pihak yang mengingkari isi dari perjanjian tersebut diantaranya; debitur melakukan penggelapan barang jaminan dengan cara menjual dibawah tangan barang kendaraan tanpa sepengetahuan pihak Kreditur. Hal tersebut jelas melanggar ketentuan yang telah disepakati dan diatur dalam pasal 36 Undang-undang Jaminan Fidusia. Dengan tindakan yang dilakukan oleh debitur, maka pihak Kreditur mengalami kerugian dalam perolehan hak atas barang jaminan yang digelapkan tersebut. Pada lain sisi perjanjian kredit yang telah disepakati kedua belah pihak adalah urusan perdata menjadi persoalan pidana ketika salah satu pihak yakni debitur dengan tindakan menggelapkan barang jaminan kendaraan hingga menjualnya ke pihak lain tanpa persetujuan pihak kreditur.

Penelitian ini menggunakan metode penelitian hukum normatif, suatu metode penelitian hukum yang menelaah dan menginterpretasikan hal-hal yang menyangkut asas, norma, doktrin hukum yang berkaitan dengan tindak dan sanksi pidana dalam Undang-undang Jaminan Fidusia, sehingga hasil analisa disusun secara teoritis dalam bentuk tesis.

Hasil penelitian ini menunjukkan bahwa pengaturan hukum terkait tindak dan penjatuhan sanksi belum secara efektif terhadap debitur yang dengan melawan hukum menggelapkan serta menjual barang jaminan. Maka dari penelitian ini melihat perlu adanya ruang khususnya dalam undang-undang Fidusia, yang memberikan wewenang kepada polisi sebagai penegak hukum untuk lebih berperan aktif dalam menangani kasus terkait dengan penggelapan barang jaminan yang dilakukan oleh debitur, sehingga Pasal 36 Undang-undang jaminan fidusia bisa berjalan dengan efektif dan memberi efek jera bagi debitur yang nakal, dapat dijatuhi sanksi sesuai ketentuan dalam UUF.

Kata Kunci: *Barang Jaminan, Sanksi, Tindak*

PENDAHULUAN

Seiring dengan semakin meningkatnya kebutuhan manusia dan dengan adanya lembaga penyedia jasa keuangan, khususnya lembaga keuangan bank (LKB), maka ada semacam hubungan timbal balik antara lembaga keuangan bank dengan orang-perorangan maupun badan usaha. Untuk menjawab hal tersebut, maka pemerintah mewadahi lembaga keuangan bank dengan tujuan untuk mendorong pertumbuhan ekonomi dalam masyarakat guna mengakomodasi kepentingan dari masing-masing pihak, baik pihak bank (kreditur) maupun pihak nasabah (debitur). Kepentingan tersebut, antara lain dalam hal pinjam meminjam uang (kredit). Dalam praktik, transaksi pinjam meminjam uang (kredit) dituangkan dalam suatu perjanjian kredit.

Pengertian kredit berdasarkan Pasal 1 angka 11 Undang-Undang Nomor 10 Tahun 1998 tentang Perubahan atas Undang-Undang Nomor 7 Tahun 1992 tentang Perbankan (selanjutnya disebut Undang-Undang Perbankan) adalah: "*Kredit adalah penyediaan uang atau tagihan yang dapat dipersamakan dengan itu, berdasarkan persetujuan atau*

kesepakatan pinjam meminjam antara bank dengan pihak lain yang mewajibkan pihak peminjam untuk melunasi utangnya setelah jangka waktu tertentu dengan pemberian bunga”.

Hubungan antara kreditur dan debitur dalam perjanjian kredit didasarkan pada kesepakatan tentang apa yang akan mereka perjanjikan, dan kemudian kesepakatan tersebut dituangkan dalam suatu perjanjian tertulis (perjanjian kredit). Dalam praktik, perjanjian kredit pada umumnya dibuat secara tertulis, antara lain untuk digunakan sebagai alat bukti utama. Dengan dituangkannya perjanjian dalam bentuk tertulis, maka masing-masing pihak akan mendapat kepastian hukum mengenai hak dan kewajibannya. Bertolak dari perjanjian tersebut, maka timbul hak dan kewajiban pada kedua belah pihak. Kepercayaan merupakan dasar yang diberikan oleh suatu lembaga keuangan bank kepada debitur. Dengan demikian, pemberian kredit merupakan pemberian kepercayaan. Hal ini berarti bank maupun Lembaga Pembiayaan sebagai kreditur, baru akan memberikan kredit apabila ia betul-betul yakin bahwa debitur akan mengembalikan pinjaman yang diterimanya sesuai dengan jangka waktu dan syarat-syarat yang telah disepakati oleh kedua belah pihak.

Secara umum, dalam pemberian kredit oleh bank atau kreditur lainnya kepada nasabah (debitur) selalu memperhatikan beberapa aspek kelayakan, yang biasanya disebut 5C, yaitu:

1. *Character*/watak;
2. *Capacity*/kemampuan;
3. *Capital*/modal;
4. *Collateral*/agunan; dan
5. *Condition of economy*/kondisi ekonomi

Selain itu, pada saat pengajuan permohonan kredit, debitur diminta melengkapi berkas-berkas yang menjadi syarat untuk dipenuhinya permohonan kredit. Salah satu syarat yang wajib dipenuhi oleh calon debitur adalah menyerahkan jaminan atau agunan kepada pihak kreditur. Salah satu jaminan kebendaan yang dikenal dalam praktik pemberian kredit adalah jaminan fidusia, yang dapat berupa benda bergerak (berwujud maupun tidak berwujud) dan benda tidak bergerak (khususnya bangunan yang tidak dapat dibebani hak tanggungan berdasarkan Undang-Undang Hak Tanggungan).

Dalam penelitian ini, yang dimaksudkan dengan fidusia adalah pengalihan hak kepemilikan atas suatu benda atas dasar kepercayaan dengan ketentuan bahwa benda yang hak kepemilikannya dialihkan tersebut, tetap dalam penguasaan pemilik benda (Pasal 1 angka 1 Undang-Undang Jaminan Fidusia). Biasanya hal ini terjadi karena pemilik benda tersebut (debitur) membutuhkan sejumlah uang dan sebagai jaminan atas pelunasan utangnya, debitur menyerahkan secara kepercayaan hak kepemilikan atas suatu benda bergerak atau benda tidak bergerak, khususnya bangunan yang tidak dapat dibebani hak tanggungan berdasarkan Undang-Undang Hak Tanggungan, kepada kreditur. Selanjutnya, sesuai ketentuan Pasal 1 angka 2 Undang-Undang Jaminan Fidusia bahwa jaminan fidusia merupakan agunan bagi pelunasan utang tertentu, yang memberikan kedudukan yang diutamakan kepada penerima fidusia terhadap kreditur lainnya.

Dalam praktik, hubungan bisnis antara kreditur dan debitur tidak selalu berjalan mulus. Dalam perjanjian kredit kadang-kadang salah satu pihak tidak melaksanakan prestasi (wanprestasi) sesuai dengan perjanjian yang telah disepakati bersama. Wanprestasi dapat disebabkan oleh berbagai faktor, antara lain debitur tidak memiliki itikad baik dalam membayar utangnya atau menggelapkan benda jaminan fidusia.

Dalam praktik, apabila pemberi fidusia melakukan tindakan memindahtangankan, menggadaikan, atau menyewakan benda jaminan fidusia kepada pihak lain tanpa persetujuan tertulis dari penerima fidusia, biasanya pihak penerima fidusia (khususnya bank) menempuh jalur penyelesaian melalui mekanisme hukum perdata, yaitu dengan menggugat pemberi fidusia (debitur) ke pengadilan. Hal ini didasarkan pada pertimbangan bahwa pemberi fidusia (debitur) tetap akan memenuhi kewajibannya kepada penerima fidusia (bank), sehingga bank tidak akan dirugikan secara finansial. Pertimbangan ini didasarkan pada analisis *cost and benefit* yang akan dihadapi penerima fidusia (bank) dalam penyelesaian kasus tersebut. Pertimbangan lainnya adalah untuk menjaga hubungan baik dengan pemberi fidusia. Namun demikian, dalam praktik, penyelesaian melalui mekanisme hukum perdata tersebut tidak selalu memberikan hasil yang memuaskan bagi penerima fidusia (bank). Hal ini terjadi karena kadang-kadang pemberi fidusia (debitur) yang dinyatakan kalah di pengadilan dan harus membayar ganti kerugian kepada penerima fidusia, misalnya, tidak melaksanakan putusan pengadilan sebagaimana mestinya. Keadaan ini tentu saja merugikan penerima fidusia (bank) yang menginginkan agar arus keuangannya tetap lancar. Pada gilirannya, keadaan tersebut dapat menghambat aktivitas bank sebagai lembaga penyedia jasa keuangan. Persoalannya adalah, aparat kepolisian kadang-kadang ragu-ragu untuk melakukan penyelidikan dan penyidikan terhadap tindak pidana yang terkait dengan jaminan fidusia. Hal ini terjadi, antara lain karena persoalan tersebut berada di wilayah “abu-abu” antara masalah hukum perdata (wanprestasi) ataukah masalah hukum pidana (tindak pidana). Implikasinya adalah, apabila terjadi tindak pidana penggelapan benda jaminan fidusia sebagaimana dimaksud dalam Pasal 36 Undang-Undang Jaminan Fidusia, kadang-kadang aparat kepolisian menyarankan untuk menyelesaikannya secara musyawarah.

Bertolak dari realitas di atas, maka perlu ada upaya untuk menegakkan ketentuan pidana (sanksi pidana) dalam Undang-Undang Jaminan Fidusia, khususnya ketentuan Pasal 36. Dalam hal ini, peran aparat kepolisian sebagai penyidik tentu saja sangat penting. Kepolisian sesuai tugas dan kewenangannya sebagai pelayan, pelindung, dan pengayom masyarakat serta sebagai aparat penegak hukum senantiasa harus bertindak secara profesional, proporsional, transparan, serta mampu memahami peraturan perundang-undangan yang ada dalam melakukan proses penyelidikan dan penyidikan terhadap suatu kasus atau permasalahan yang terjadi, termasuk kasus penggelapan benda jaminan fidusia.

Terkait dengan permasalahan di atas, penulis akan melakukan penelitian tentang bagaimana menegakkan ketentuan pidana (sanksi pidana) dalam Undang-Undang Jaminan Fidusia dilihat dari perspektif hukum pidana. Melalui penelitian ini diharapkan dapat memperoleh jawaban atau solusi atas permasalahan yang terkait dengan penegakan ketentuan pidana dalam Undang-Undang Jaminan Fidusia, yang selama ini belum berjalan efektif. Dengan demikian, diharapkan dapat menciptakan rasa keadilan bagi para pihak yang terlibat dalam perjanjian fidusia, serta memberi efek jera terhadap pelaku tindak pidana yang memindahtangankan, menggadaikan, atau menyewakan benda jaminan fidusia tanpa persetujuan tertulis dari penerima fidusia.

Apabila dilihat dari pemaparan tentang perjanjian pokok dan perjanjian *accessoir* berupa pengikatan fidusia antara kreditur dan debitur, sebagai syarat dalam akta perjanjian kredit juga dalam pemenuhan hak dan kewajiban masing-masing pihak, serta adanya pengaturan tentang tugas dan wewenang kepolisian, sehingga bisa terwujud suatu kepastian hukum.

Berdasarkan pertimbangan di atas, maka yang menjadi rumusan masalah dalam penelitian ini adalah: “Bagaimana pengaturan tindak dan sanksi pidana yang terkait dengan jaminan fidusia dalam Undang-undang Jaminan Fidusia?”

METODE PENELITIAN

Jenis Penelitian

Penelitian yang digunakan dalam penulisan ini adalah penelitian hukum normative, yang artinya adalah penelitian yang dilakukan dengan cara meneliti norma hukum, asas-asas hukum, falsafah hukum, doktrin hukum, maupun prinsip hukum dalam bahan-bahan kepustakaan. Contoh bahan-bahan kepustakaan tersebut: peraturan perundang-undangan, buku-buku asing maupun dalam negeri, internet, ataupun makalah hukum¹. Penelitian yang dilakukan tersebut adalah untuk memperoleh jawaban yang sempurna dari permasalahan yang diangkat dalam penelitian ini. Penelitian hukum normatif digunakan dalam penulisan ini karena dalam permasalahan yang diangkat adalah mengenai kekaburan norma dan kekosongan norma, yaitu ada beberapa peraturan yang mengatur, namun belum jelas dan tegas serta ada beberapa peraturan yang tidak mengatur sama sekali mengenai pendaftaran jaminan fidusia dan akibat hukum terhadap pendaftaran jaminan fidusia yang terlambat atau setelah debitur wanprestasi.

Jenis Pendekatan

Ada dua pendekatan yang digunakan dalam penelitian ini sebagaimana dipaparkan sebagai berikut:

1. Pendekatan perundang-undangan (*statute approach*)

Pendekatan yang dilakukan oleh peneliti dalam rangka mempelajari, meneliti, mengkaitkan, serta mencari korelasi dan kecocokan antara peraturan perundang-undangan yang digunakan sebagai bahan kepustakaan terkait dengan permasalahan yang sedang diteliti penulis. Adapun perundang-undangan yang diteliti dalam Tesis ini adalah: Undang-Undang Nomor 42 Tahun 1999 tentang Jaminan Fidusia, Peraturan Pemerintah Republik Indonesia Nomor 86 Tahun 2000 tentang Tata Cara Pendaftaran Jaminan Fidusia dan Biaya Pembuatan Akta Jaminan Fidusia, Peraturan Menteri Keuangan Nomor 130/PMK.010/Tahun 2012 tentang Pendaftaran Jaminan Fidusia bagi Perusahaan Pembiayaan yang Melakukan Pembiayaan Konsumen untuk Kendaraan Bermotor dengan Pembebanan Jaminan Fidusia.

2. Pendekatan analisis konsep hukum (*analitical and conseptual approach*)

Pendekatan yang dilakukan oleh peneliti dalam asas-asas hukum, pendapat para sarjana, dan teori-teori hukum terkait mengenai permasalahan yang ditulis sampai diperoleh gambaran jelas ruang lingkup isu hukum tersebut, karena dalam peraturan perundang-undangan ada beberapa pasal yang mengatur, namun belum jelas dan tegas serta ada beberapa pasal yang sama sekali tidak mengatur mengenai isu hukum yang dibahas².

Sumber Bahan Hukum

Dalam penelitian yang dilakukan, penulis menggunakan 3 (tiga) sumber bahan hukum dalam menunjang data yang diperoleh. Sumber bahan hukum tersebut, antara lain:

1. Bahan hukum primer

Bahan hukum primer adalah bahan hukum yang diperoleh dari peraturan perundang-undangan yang berlaku³. Peraturan perundang-undangan yang dipakai dalam tulisan ini terdiri dari:

- a. Kitab Undang-Undang Hukum Perdata;

¹ Soerjono Soekanto dan Sri Mamudji. 2009. *Penelitian Hukum Normatif Suatu Tinjauan Singkat*, Cet. ke-11, Jakarta: RajaGrafindo Persada, hlm. 13-14.

² Johnny Ibrahim. 2007. *Teori dan Metodologi Penelitian Hukum Normatif*, Cet. III. Malang: Bayu Media Publishing, hlm. 306.

³ Peter Mahmud Marzuki. 2006. *Penelitian Hukum*, Jakarta: Kencana Prenada Media, hlm. 93.

- b. Kitab Undang-Undang Hukum Pidana;
 - c. Undang-Undang Nomor 7 Tahun 1992 tentang Perbankan jo. Undang-Undang Nomor 10 Tahun 1998 tentang Perubahan atas Undang-Undang Nomor 7 Tahun 1992 tentang Perbankan;
 - d. Undang-Undang Nomor 42 Tahun 1999 tentang Jaminan Fidusia;
 - e. Peraturan Menteri Keuangan Nomor 130/PMK.010/Tahun 2012 tentang Pendaftaran Jaminan Fidusia bagi Perusahaan Pembiayaan yang Melakukan Pembiayaan Konsumen untuk Kendaraan Bermotor dengan Pembebanan Jaminan Fidusia; dan
 - f. Peraturan Pemerintah Republik Indonesia Nomor 86 Tahun 2000 tentang Tata Cara Pendaftaran Jaminan Fidusia dan Biaya Pembuatan Akta Jaminan Fidusia
2. **Bahan Hukum Sekunder**
 Bahan hukum primer serta berfungsi untuk membantu dalam menganalisis dan memahami bahan hukum primer, yang terdiri dari buku-buku hukum (*textbook*), misalnya buku dari Gunawan Widjaja dan Ahmad Yani yang berjudul Jaminan Fidusia, dan buku-buku hukum perbankan, hukum perjanjian, teori, dan analisis kasus. Selain itu, juga dapat digunakan jurnal-jurnal hukum atau makalah hukum, karya tulis hukum atau pandangan para sarjana hukum ataupun ahli hukum dalam media massa, serta internet dengan menyebut nama situsnya.⁴
3. **Bahan hukum Tertier**
 Bahan hukum tersier adalah bahan hukum yang dapat memberikan definisi, gambaran, ataupun penjelasan, baik itu dalam bahasa asing maupun bahasa Indonesia, pada kata-kata asing atau kata-kata sulit yang terdapat di dalam penelitian ini⁵. Bahan hukum yang dimaksud, seperti: Kamus Bahasa Indonesia, Kamus Bahasa Inggris, dan Encyclopedia.

Teknik Pengumpulan Bahan Hukum

Dalam teknik pengumpulan bahan hukum ini, dilakukan dengan mengumpulkan terlebih dahulu data dengan cara mempelajari bahan hukum primer, bahan hukum sekunder, dan bahan hukum tertier, tekniknya adalah dengan menggunakan *card system* (sistem kartu), yaitu dengan menyusun dan mengklasifikasikan kartu-kartu tersebut, yaitu kartu ikhtiar, kartu kutipan, dan kartu ulasan kemudian dicocokkan juga dengan perencanaan sistematika tulisan yang dibuat. Selanjutnya, diberi tulisan tentang sumber kutipan yang diperoleh secara lengkap⁶.

Teknik Analisis Bahan Hukum

Teknik analisis bahan hukum dilakukan untuk kepentingan penyusunan dan pembahasan Tesis yang sesuai sistematika karya ilmiah. Dalam teknik analisis bahan hukum ini, beberapa langkah yang harus dilakukan secara berurutan dari atas ke bawah, antara lain:⁷

1. Tahap deskripsi atau dapat disebut juga penggambaran, dilakukan dalam rangka memaknai bahan hukum, yaitu aturan-aturan hukum atau perundang-undangan yang dicocokkan dengan rumusan permasalahan yang telah ada, yang dipaparkan secara mendetail dan kemudian ditambahkan dengan pendapat para ahli hukum, sarjana, atau filsuf terkemuka dunia;
2. Tahap interpretasi atau disebut juga dengan penafsiran, dilakukan dengan menafsirkan makna dari suatu aturan atau norma dalam peraturan perundang-undangan atau lainnya.

⁴*Ibid.*, hlm. 94.

⁵Soerjono Soekanto dan Sri Mamudji. *Op. Cit.*, hlm. 28.

⁶*Ibid.*, hlm. 34-36

⁷Peter Mahmud Marzuki. *Op. Cit.*, hlm. 113.

Serta mengidentifikasi norma-norma yang saling berkaitan satu sama lain terkait jaminan fidusia, dan yang paling penting adalah menafsirkan norma yang kabur (*vague van normen*) dan norma yang kosong;

3. Tahap sistematisasi dilakukan dengan cara memaparkan pendapat para sarjana, ahli hukum atau filsuf, aturan-aturan hukum, dan isu-isu hukum yang kemudian dicari korelasi serta kesimpulannya agar dapat dipahami dengan baik; dan
4. Tahap evaluasi dan argumentasi dilakukan dengan membaca dan mempelajari bahan-bahan hukum yang telah disistematisasi untuk dikomentari, ditambahkan pendapat ataupun teori yang kemudian diberikan argumentasi berkaitan dengan permasalahan yang diteliti dalam Tesis ini.

PEMBAHASAN

Tindak Pidana terhadap barang Jaminan Fidusia

Dalam persaingan di dunia bisnis yang ketat saat ini, Bank dalam mempromosikan bentuk penawaran fasilitas kredit dengan produk-produknya yang sangat menggiurkan. Tentunya dengan tawaran tersebut terhadap masyarakat pada umumnya yang membutuhkan kendaraan seperti Mobil, Motor, dan sebagainya tergiur untuk merealisasikannya. Banyaknya kasus-kasus penggelapan barang kredit kendaraan yang terjadi oleh debitur sangatlah merugikan bagi pihak lembaga pembiayaan. Yang menjadi pemikiran sekarang adalah dengan meningkatnya tindak pidana penggelapan barang kredit yang menjadi jaminan lembaga pembiayaan. Dengan kerugian yang dialami dari pihak Bank oleh tindakan debitur yang melakukan penggelapan, permasalahan lainnya adalah sulitnya penegak hukum dalam menangani kasus tersebut. Hal ini dikarenakan pada pelaporan awal oleh pihak yang dirugikan dalam hal ini Bank merupakan permasalahan hukum perdata yang disebabkan adanya pelanggaran terhadap perjanjian yang disepakati, namun dengan adanya penggelapan obyek yang masih dalam kekuasaan dan milik orang lain maupun lembaga yang berdasarkan badan hukum menjadikan kasus tersebut bias, karena terjadi pergeseran dari hukum perdata menjadi hukum pelanggaran tindak pidana. Pada dasarnya, aspek hukum pidana dan hukum perdata memiliki peran dan kesempatan yang sama untuk melindungi setiap perjanjian. Namun, didalam praktek hukum keperdataan atau hukum kontrak sering terjadi para pihak merasa kurang puas menggunakan solusi melalui saran hukum keperdataan dan arbitrase sehingga berupaya untuk meminta bantuan atau menggunakan sarana hukum pidana⁸.

Penyelesaian di Kepolisian dilakukan apabila pihak Bank tidak menemui titik terang dalam penyelesaian secara baik dengan debitur, dengan terpaksa membuat laporan dan pengaduan penggelapan barang jaminan. Akan tetapi polisi pun enggan mencapuri urusan yang bersifat keperdataan seperti dalam bentuk perjanjian kredit. Polisi lebih mengarahkan agar persoalan tersebut untuk diselesaikan secara perundingan kedua pihak, untuk mencari solusi tanpa harus menempuh jalur hukum.

Peneliti tidak sependapat dengan pandangan dari pihak berwajib tentang persoalan diatas bahwa persoalan tersebut merupakan persoalan perdata saja, sebab pelanggaran pada perjanjian tersebut adalah debitur tidak melakukan kewajibannya diantaranya:

- a) Debitur tidak lagi membayar hutangnya;
- b) Debitur tidak kooperatif dalam penyelesaian hutangnya
- c) Debitur menjual barang jaminan dan tanpa ada penyetoran maupun pelunasan terhadap hutangnya.

⁸Moeljatno. 1984. *Asas-asas hukum pidana*. Jakarta: PT. Bina Aksara, hlm.85

Berdasarkan tindakan yang dilakukan oleh debitur menurut penulis bahwa tindakan tersebut sudah dikatakan sebagai suatu tindak pidana penggelapan terhadap barang jaminan. Perbuatan yang merusak kepercayaan ini serupa dengan mengingkari janji dengan iktikad yang tidak baik dan karena itu dalam KUHP digolongkan dengan kejahatan penggelapan, selanjutnya R. Tresna, mengatakan: Dimana sering terjadi penggelapan di kalangan kawan-kawan maupun kenalan dalam kehidupan sosial. Terjadinya kejahatan penggelapan itu karena ada hubungan kerja, hubungan dagang, baik penitipan benda maupun pemberian kuasa atau seorang pegawai yang berhubungan dengan keadaan sosial masyarakat⁹.

Dalam *Memorie van Toelichting* (MvT) mengenai pembentukan pasal 372 KUHP menerangkan bahwa memiliki adalah perbuatan menguasai suatu benda seolah-olah ia memiliki benda itu. Kiranya pengertian ini dapat diterangkan demikian, bahwa petindak dengan melakukan perbuatan memiliki atas suatu benda yang berada dalam kekuasaannya, adalah ia melakukan suatu perbuatan sebagaimana pemilik melakukan perbuatan terhadap benda itu. Menurut hukum, hanyalah pemilik saja yang dapat melakukan sesuatu perbuatan terhadap benda miliknya¹⁰.

Penegakan Ketentuan Sanksi Pidana Dari Perspektif Hukum Pidana

Dalam hal debitur bertindak sebagai pemberi fidusia menyerahkan barang jaminan kepada pihak bank selaku penerima fidusia, dan kepemilikan oleh kreditur tetap akan melekat pada barang jaminan tersebut hingga, akad perjanjian yang dibuat tersebut berakhir. Namun terjadi penyalahgunaan hak di mana barang yang menjadi objek barang jaminan yang belum terjadi pelunasan oleh si debitur dijual tanpa melakukan penyerahan hak pembayaran terhadap pelunasan hutang dan selanjutnya sehingga timbul suatu wanprestasi terhadap kesepakatan perjanjian kredit yang disepakati dua belah pihak.

Hal tersebut merupakan pelanggaran tindak pidana Pasal 372 KUHP tentang penggelapan meski dalam kasus penggelapan yang dilakukan oleh debitur merupakan tindak pidana yang berawal dari perdata yaitu mengenai penyalahgunaan hak dan pelanggaran terhadap perjanjian yang telah disepakati namun dengan tindakan yang menjual atau mengambil sebagian, memindahtangankan, membawa lari barang kredit yang masih pada masa kredit merupakan suatu pelanggaran pidana penggelapan. Bagi Pihak ketiga yang menguasai barang jaminan tersebut terkait dengan barang yang dikuasainya dan telah membuat pelunasan akan mobil tersebut dengan bukti kwitansi pelunasan mobil. Tindakan tersebut menurut peneliti merupakan tindak pidana penggelapan, sebab debitur dengan sengaja dan sadar menggelapkan kendaraan yang sebagian atau seluruhnya bukan milik debitur, dimana kendaraan tersebut tidak diperoleh melalui tindak pidana, melainkan melalui pengajuan kredit yang disetujui oleh pihak Bank. Debitur yang telah menggelapkan kendaraan bermotor yang di atasnya melekat perjanjian sewa beli harus mempertanggungjawabkan secara pidana perbuatannya tersebut, sebab jelas kendaraan tersebut belum sepenuhnya menjadi milik debitur sebelum pelunasannya dilakukan.

Sebab Berkaitan dengan hal tersebut di atas, memenuhi unsur yang terdapat dalam Pasal 372 KUHP sebagai berikut:

Unsur Pertama Pasal 372 KUHP, yaitu “dengan sengaja”, merupakan unsur subyektif. Dengan sengaja berkaitan dengan tindak pidana penggelapan dijelaskan lebih lanjut oleh

⁹R. Tresna, 1979. *Asas-asas Hukum Pidana Disertai Pembahasan Beberapa Perbuatan yang Penting*. Jakarta: PT. Tiara, hlm. 241.

¹⁰Adami Chazawi, 2003. *Kejahatan Terhadap Harta Benda*. Malang: Bayumedia, hlm. 72.

Sianturi sebagai berikut¹¹: “Pelaku menyadari bahwa ia secara melawan hukum memiliki sesuatu barang. Menyadari bahwa barang itu adalah sebagian atau seluruhnya milik orang lain, demikian pula menyadari bahwa barang itu ada padanya atau ada dalam kekuasaannya bukan karena kejahatan”. Menurut Lamintang¹², kesengajaan dalam tindak pidana penggelapan ini termasuk kesengajaan sebagai maksud yakni si pembuat menghendaki adanya akibat yang dilarang dari perbuatannya. Unsur Kedua Pasal 372 KUHP ialah “menguasai atau memiliki secara melawan hukum”. Pengertian memiliki secara melawan hukum dijelaskan lebih lanjut sebagai berikut:

“Menurut yurisprudensi Mahkamah Agung No. 69 K/Kr/1959 tanggal 11 Agustus 1959, memiliki berarti menguasai suatu benda bertentangan dengan sifat dari hak yang dimiliki atau benda itu. Yurisprudensi Mahkamah Agung No. 83 K/Kr/1956 tanggal 8 Mei 1957, “memiliki yaitu menguasai sesuatu barang bertentangan dengan sifat dari hak yang dijalankan seseorang atas barang-barang tersebut.

Jadi apabila barang tersebut berada di bawah kekuasaannya bukan didasarkan atas kesengajaan secara melawan hukum, maka tidak dapat dikatakan sebagai telah melakukan perbuatan memiliki sesuatu barang secara melawan hukum. Unsur Ketiga Pasal 372 KUHP, yaitu “suatu benda”, menurut Sugandhi adalah sebagai berikut ¹³:

Yang dimaksudkan barang ialah semua benda yang berwujud seperti uang, baju, perhiasan dan sebagainya, termasuk pula binatang, dan benda yang tidak berwujud seperti aliran listrik yang disalurkan melalui kawat serta yang disalurkan melalui pipa. Selain benda-benda yang bernilai uang pencurian pada benda-benda yang tidak bernilai uang, asal bertentangan dengan pemilikannya (melawan hukum) dapat pula dikenakan Pasal ini. Hal tersebut berarti bahwa pengertian barang diartikan secara luas, yaitu tidak hanya terbatas pada benda yang berwujud, melainkan termasuk benda-benda yang tidak berwujud, namun mempunyai nilai ekonomis, misalnya aliran listrik, gas dan yang lainnya.

Unsur ke Empat Pasal 372 KUHP ialah “sebagian atau seluruhnya kepunyaan orang lain”, dijelaskan oleh Sianturi bahwa: “Barang tersebut seluruhnya atau sebagian kepunyaan orang lain, berarti tidak saja bahwa kepunyaan itu berdasarkan perundang-undangan yang berlaku, tetapi juga berdasarkan hukum yang berlaku. Selanjutnya menjelaskan bahwa¹⁴ :

Barang yang dimaksud ada padanya atau kekuasaannya ialah ada kekuasaan tertentu pada seseorang itu terhadap barang tersebut. Barang itu tidak mesti secara nyata ada di tangan seseorang itu, tetapi dapat juga jika barang itu ditiptkan kepada orang lain, tetapi orang lain itu memandang bahwa si penitip inilah yang berkuasa pada barang tersebut. Jadi yang ada dalam kekuasaannya bukan karena kejahatan berarti barang itu berada padanya/kekuasaannya bukan saja karena suatu pelaksanaan perundangan yang berlaku seperti :

- a. Peminjaman,
- b. Penyewaan,
- c. Sewa beli,
- d. Penggadian,

¹¹ E.Y. Kanter dan S.R. Sianturi, 1983, *Asas-Asas Hukum Pidana di Indonesia dan Penerapannya*. Jakarta: Stora Grafika, hlm. 622.

¹² Lamintang, 1989, *Delik-delik Khusus Kejahatan-kejahatan Terhadap Harta Kekayaan*. Bandung: Sinar Baru, Hlm. 105.

¹³ R. Sugandhi, 1980, *KUHP dan Penjelasannya*. Jakarta: Usaha Nasional, 1980, Hlm. 376.

¹⁴ E.Y. Kanter dan S.R. Sianturi. *Op.Cit.* Hlm. 622

- e. Jual beli dengan hak utama untuk membeli kembali oleh sipenjual,
- f. Penitipan,
- g. Hak retensi, dan lain sebagainya tetapi juga karena sesuatu hal yang tidak bertentangan dengan hukum seperti misalnya:
 - 1) Menemukan sesuatu benda di jalanan, di lapangan, di suatu tempat umum, dan sebagainya;
 - 2) Tertinggalnya suatu barang tamu oleh tamu itu sendiri di mobil seseorang ketika ia bertamu;
 - 3) Terbawanya sesuatu barang orang lain yang sama sekali tidak disadarinya; dan lain sebagainya.

Hal tersebut berarti bahwa apabila barang tersebut secara keseluruhan miliknya sendiri, maka tidak dapat dikatakan bahwa barang tersebut adalah sebagian atau seluruhnya milik orang lain.

Unsur Kelima Pasal 372 KUHP, yaitu “berada padanya bukan karena kejahatan”, dijelaskan oleh Lamintang bahwa¹⁵ : *Menunjukkan adanya suatu hubungan langsung yang sifatnya nyata antara pelaku dengan suatu benda tertentu*”. Jadi jika barang tersebut berada di tangannya melalui mengambil dari orang lain tanpa hak, maka tidak dapat dikatakan sebagai telah melakukan penggelapan melainkan melakukan tindak pidana lainnya yaitu tindak pidana pencurian. Pandangan peneliti terhadap pasal 372 KUHP adalah sebagai berikut, timbulnya hutang debitur pada Bank karena debitur telah mendapatkan fasilitas pembiayaan untuk membeli barang yaitu berupa unit mobil, dan untuk menjamin kembali hutangnya debitur menyerahkan barang yang telah di belinya secara fidusia sebagai barang jaminan dan konsekuensi jadi pada penyerahan barang jaminan secara fidusia tersebut yang menjadi pemilik atas barang jaminan tersebut adalah Bank selaku Kreditor selama hutang debitur belum lunas atau kewajibannya belum dibayar, dan debitur adalah peminjam yang diberikan Bank secara kepercayaan atau fidusia yang mempunyai kewajiban untuk menjaga serta merawat keutuhan barang jaminan tersebut dari segala kemungkinan rusak, hilang atau musnah dan debitur tidak berhak untuk meminjamkan, menyewakan, menjaminkan atau menyerahkan penguasaan atau penggunaan atas barang tersebut kepada pihak ketiga atau dengan jalan apapun juga ketentuan ini telah dianut secara tegas dalam pula perjanjian kredit yang menyebutkan” debitur dilarang untuk meminjamkan, menyewakan, mengalihkan, meminjamkan atau menyerahkan penguasaan atau penggunaan atas barang tersebut kepada pihak ketiga dengan jalan apapun juga.

Oleh karena itu, debitur yang sengaja menghilangkan (jual, gadai, dan sebagainya) barang jaminan sebelum seluruh kewajibannya yang harus dipenuhi pada Bank maka dengan sendirinya sudah memenuhi unsur-unsur suatu tindak pidana atau sebagai hasil dari tindak pidana, barang jaminan bukan “milik” debitur telah dijual kepada pihak ketiga dan uang telah dinikmati oleh debitur sementara itu pemilik atas barang jaminan itu sendiri (Bank) dirugikan karena macetnya pembayaran angsuran dan penjualan barang jaminan tersebut dilakukan secara tidak sah karena melanggar perjanjian yang telah disepakati bersama sehingga cacat hukum dan pihak Bank selaku pemilik atau pemegang barang jaminan tidak menerima hasil penjualan barang jaminan tersebut sebagai pembayaran kembali hutang debitur. Sehingga untuk kasus tersebut, maka dapat mengajukan laporan kepada kepolisian bahwa telah terjadi penggelapan barang jaminan oleh debitur dapat dikenai sanksi yang diatur dalam pasal 372

¹⁵Lamintang. *Op.Cit.* Hlm. 106.

KUHP berupa pidana penjara paling 2 tahun. Sesuai pada sanksi tersebut menitik beratkan suatu kepastian hukum yang mana adanya pemenuhan berupa proses penyidikan hingga penjatuan hukuman bagi si debitur. Bagir Manan menyatakan pengertian kepastian hukum tidak hanya terbatas pada keberadaan kaidah hukum atau peraturan perundang-undangan. Kepastian hukum mencakup juga kepastian proses dan kepastian penerapan atau pelaksanaan, atau eksekusi¹⁶.

PENUTUP

Kesimpulan

Berdasarkan hasil temuan dalam penelitian ini, sebagaimana yang telah diuraikan dalam pembahasan di atas tersebut, maka dapat disimpulkan sebagai berikut:

1. Cara melakukan kejahatan terhadap benda yang menjadi Jaminan dalam perjanjian kredit sebagai berikut: Dengan cara mengalihkan barang kredit pada pihak lain tanpa persetujuan dan sepengetahuan Bank, dengan cara menjual, menggadaikan atau menyewakan tanpa sepengetahuan pihak Bank, dengan menjual barang tersebut, mengambil sebagian atau mengurangi barang yang di kredit pelanggaran tersebut diatur dalam Pasal 372 KUHPidana dan Pasal 23 ayat (2) Undang-Undang No. 42 Tahun 1999 tentang Jaminan Fidusia, dari ketentuan tersebut maka penyelesaian persoalan tersebut bukan saja sebatas rana perdata, akan tetapi sudah masuk rana pidana dengan adanya perbuatan melawan hukum yang dilakukan oleh debitur dengan menjual dan menikmati hasil keahutannya.
2. Bentuk Pertanggungjawaban pidana debitur dalam perjanjian kredit dengan jaminan fidusia yang menggelapkan barang jaminan, pada awalnya perjanjian kredit adalah masalah perjanjian dalam ruang lingkup hukum perdata, tetapi permasalahan muncul dan menjadi perkara pidana karena adanya etiket tidak baik dari debitur, dimana barang yang menjadi jaminan, dijual, dialihkan atau bahkan dibawa lari dan barang sudah diganti atau ditukar. Adanya penggelapan obyek yang masih dalam kekuasaan dan milik orang lain maupun lembaga terjadi pergeseran dari hukum perdata menjadi tindak pidana sebagaimana diatur dalam Pasal 372 KUHP yang pelakunya dapat dipertanggungjawabkan mengenai perbuatan penggelapan dan Pasal 23 ayat (2) Undang-Undang No. 42 Tahun 1999 tentang Jaminan Fidusia dipidana penjara paling lama 2 (dua) tahun dan denda paling banyak Rp 50.000.000 (lima puluh juta) rupiah.

Saran

Sesuai dengan kesimpulan di atas, maka pada kesempatan ini peneliti hendak menyampaikan beberapa saran sebagai berikut:

1. Dalam UUJF Perlu diberikan kewenangan bagi Polisi sebagai alat Negara untuk menangani permasalahan barang jaminann yang digelapkan oleh pihak debitur, sehingga dapat memberikan efek jera kepada debitur-debitur yang nakal.
2. Sebaiknya lembaga-lembaga yang bergerak dalam usaha pembiayaan harus lebih selektif serta menganalisis secara baik dalam pemberian kredit kepada para calon debitur yang ingin mengajukan kredit, sebab kredit yang akan dijalankani tidaklah dalam waktu singkat, namun berlangsung cukup lama, sehingga sangat dibutuhkan adanya kelayakan kemampuan melunasi hutang.

¹⁶ Manan, Bagir. Bundel Makalah II Tertib Peraturan Perundang-undangan Menurut Ketetapan MPR RI Nomor III/MPR/2000. 2000. Jakarta: tanpa penerbit, hlm 3

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PERLINDUNGAN HUKUM PENUMPANG PESAWAT UDARA TERHADAP KELALAIAN MASKAPAI DITINJAU DARI PERSPEKTIF UNDANG-UNDANG PERLINDUNGAN KONSUMEN

Yerry P. Solumodokh
Program Studi Ilmu Hukum, Pasca Sarjana Undana

ABSTRACT

Air Transportation has gone through a fast growth nowadays. It is indicated by the increasing number of airline transportation service as well as the increasing number of passengers who use air transportation service. Unfortunately, the right of many passengers hasn't been properly fulfilled by several airlines that eventually cause end up with the cases of some fatal accident: baggage problems, flight delays, and even accident or crash. A regulation as the protection of passengers would be the best solution for this situation. This normative research has indicated that in Indonesian law there are some regulations related to the protection of passenger of air transportation : Air Freight Ordinance 1939, Act No 15 of 1992, Act No 8 of 1999 on consumer protection, Government Regulation No 40 of 1995, Government Regulation No 3 of 2001. They mainly set rules and regulations relate to several types of liabilities of the airlines, such as: the airlines liability towards the passengers, the airlines liability towards the baggage problems, the airlines liability towards the flight delays as well as the airplane accident or crash. Additionally, the rules of the compensation that have to be fulfilled by the airlines under such conditions have also been stated in those regulations. Besides, the law and regulation also determine the legal effort for the loss suffered by passengers. It is considered that the instruments of law that related to consumer protection, especially, in air transportation, need to be renewed and reformed because the ones used now are not quite updated. are out of dated nowadays.

Keywords: *Consumer Protection Law, Airlines Passengers, Airlines Liability*

PENDAHULUAN

Memasuki era modernisasi transportasi niaga, maskapai penerbangan melakukan perkembangan pesat. Perusahaan atau maskapai penerbangan yang melayani jasa penerbangan ke berbagai rute penerbangan domestik maupun internasional berlomba-lomba menaikkan jumlah pesawatnya. Pesatnya perkembangan perusahaan penerbangan dalam hal kuantitas di satu sisi memberi keuntungan bagi para pengguna jasa transportasi udara (penumpang dan pemilik kargo) karena dengan sendirinya akan terdapat banyak varian penerbangan. Kondisi tersebut mengakibatkan perusahaan-perusahaan tersebut semakin bersaing menarik penumpang sebanyak-banyaknya dengan menawarkan tarif yang lebih murah atau menawarkan berbagai bonus. Namun di sisi lain, dampak dari tarif yang murah tersebut sering menghasilkan penurunan kualitas pelayanan. *Detiknews*, sabtu 7 Maret 2015 bahkan yang lebih parah lagi adalah berkurangnya kualitas pemeliharaan (*maintenance*) pesawat sehingga rawan terhadap keselamatan penerbangan yang tentunya berdampak kurang baik terhadap keamanan, kenyamanan dan perlindungan konsumen.

Dalam hukum pengangkutan, kewajiban pengangkut antara lain mengangkut penumpang dan/atau barang dengan aman, utuh dan selamat sampai di tempat tujuan, memberikan pelayanan yang baik, mengganti kerugian penumpang dalam hal adanya kerugian yang menimpa penumpang, memberangkatkan penumpang sesuai dengan jadwal yang telah ditetapkan dan lain-lain. Sedangkan kewajiban penumpang adalah membayar ongkos pengangkutan yang besarnya telah ditentukan, menjaga barang-barang yang berada dibawah pengawasannya, melaporkan jenis-jenis barang yang dibawa terutama barang-barang yang

berkategori berbahaya, mentaati ketentuan-ketentuan yang ditetapkan pengangkut yang berkenaan dengan pengangkutan (R. Subekti, 1995:71). Hak dan kewajiban para pihak tersebut biasanya dituangkan dalam suatu dokumen perjanjian pengangkutan.

Dalam praktik kegiatan transportasi udara niaga sering kali pengangkut tidak memenuhi kewajibannya secara baik dan benar atau dapat dikatakan telah melakukan “wanprestasi”. Beberapa kasus atau fakta yang dapat dikategorikan sebagai bentuk wanprestasi oleh pengangkut adalah tidak memberikan keselamatan, keamanan dan kenyamanan penerbangan kepada penumpang yaitu, berupa terjadinya kecelakaan pesawat yang mengakibatkan penumpang meninggal dunia dan/atau cacat, penundaan penerbangan atau “delay”, keterlambatan, kehilangan atau kerusakan barang bagasi milik penumpang, pelayanan yang kurang memuaskan, informasi yang tidak jelas tentang produk jasa yang ditawarkan dan lain-lain.

Secara teoritis perlindungan hukum menghendaki adanya kesetaraan diantara para pihak, akan tetapi dalam praktiknya perlindungan hukum tersebut sering berjalan tidak seimbang terutama dalam hubungan hukum antara produsen dan konsumen, hal inipun terjadi dalam perlindungan hukum antara konsumen atau penumpang dengan pengangkut pada transportasi udara niaga, dimana konsumen atau penumpang tidak mendapatkan hak-haknya dengan baik. Sehubungan dengan itu, diperlukan suatu perlindungan hukum bagi konsumen dalam kegiatan penerbangan. Sehingga penulis melakukan suatu penelitian hukum tentang “Perlindungan hukum penumpang pesawat udara terhadap kelalaian maskapai ditinjau dari perspektif undang-undang perlindungan konsumen”. Unsur terpenting dalam perlindungan hukum bagi pemakai jasa angkutan udara serta jenis-jenis angkutan lainnya adalah unsur keselamatan angkutan dan tanggung jawab pengangkut (E. Suherman, 1984: 169).

TINJAUAN PUSTAKA

Perlindungan Hukum

Perlindungan hukum adalah penyempitan arti dari perlindungan, dalam hal ini hanya perlindungan oleh hukum saja. Perlindungan yang diberikan oleh hukum, terkait pula dengan adanya hak dan kewajiban, dalam hal ini yang dimiliki oleh manusia sebagai subyek hukum dalam interaksinya dengan sesama manusia serta lingkungannya. Sebagai subyek hukum manusia memiliki hak dan kewajiban untuk melakukan suatu tindakan hukum (CST Kansil, 2007: 102).

Menurut Muchsin, perlindungan hukum merupakan kegiatan untuk melindungi individu dengan menyerasikan hubungan nilai-nilai atau kaidah-kaidah yang menjelma dalam sikap dan tindakan dalam menciptakan adanya ketertiban dalam pergaulan hidup antar sesama manusia (Muchsin, 2007: 14). Menurut Muchsin, perlindungan hukum merupakan suatu hal yang melindungi subyek-subyek hukum melalui peraturan perundang-undangan yang berlaku dan dipaksakan pelaksanaannya dengan suatu sanksi.

Berdasarkan uraian tersebut di atas dapat diketahui bahwa perlindungan hukum adalah segala bentuk upaya pengayoman terhadap harkat dan martabat manusia serta pengakuan terhadap hak asasi manusia di bidang hukum. Prinsip perlindungan hukum bagi rakyat Indonesia bersumber pada Pancasila dan konsep Negara Hukum, kedua sumber tersebut mengutamakan pengakuan serta penghormatan terhadap harkat dan martabat manusia. Sarana perlindungan hukum ada dua bentuk, yaitu sarana perlindungan hukum preventif dan represif.

Penumpang Pesawat Terbang

a) Pengertian Penumpang

Dilihat dari pihak dalam perjanjian pengangkutan orang, penumpang adalah orang yang mengikatkan diri untuk membayar biaya angkutan atas dirinya yang diangkut. Dalam perjanjian pengangkutan, penumpang mempunyai dua status, yaitu sebagai subjek karena dia adalah pihak dalam perjanjian, dan sebagai objek karena dia adalah muatan yang diangkut (Abdulkadir Muhammad, 1998: 50).

Penumpang pesawat udara adalah pihak yang mengadakan perjanjian pengangkutan dengan perusahaan penerbangan. Penumpang bersedia membayar harga tiket dan pengangkut sanggup membawa penumpang ke tempat tujuan (K.Martono. hal 120).

b) Pengertian Pesawat Udara

Menurut ketentuan Pasal 1 butir (3) Undang-undang No.15 Tahun 1992, pesawat udara adalah setiap alat yang dapat terbang di atmosfer karena daya angkat dari reaksi udara. Tidak termasuk pengertian pesawat udara adalah alat-alat yang dapat terbang bukan oleh daya angkat dari reaksi udara, melainkan karena reaksi udara terhadap permukaan bumi, misalnya roket. Pesawat udara ini ada yang digolongkan pesawat udara negara dan pesawat udara sipil. Pesawat udara negara adalah pesawat udara yang dipergunakan oleh Angkatan Bersenjata Republik Indonesia dan pesawat udara instansi pemerintah tertentu yang diberi fungsi dan kewenangan untuk menegakkan hukum sesuai dengan peraturan perundang-undangan yang berlaku. Pesawat udara sipil adalah pesawat udara selain pesawat udara negara (Pasal 1 butir (7) dan (8) Undang-undang No.15 Tahun 1992).

Perlindungan Konsumen

Berdasarkan ketentuan Pasal 1 angka (1) UUPK, dinyatakan, Perlindungan konsumen adalah segala upaya yang menjamin adanya kepastian hukum untuk memberikan perlindungan kepada konsumen. Rumusan di atas merupakan upaya pembentuk undang-undang untuk membentengi atau untuk melindungi konsumen dari tindakan sewenang-wenang para pelaku usaha. Menurut Yusuf Shofie (2003: 26) undang-undang perlindungan konsumen di Indonesia mengelompokkan norma-norma perlindungan konsumen ke dalam 2 (dua) kelompok, yaitu;

1. Perbuatan yang dilarang bagi pelaku usaha
2. Ketentuan tentang pencantuman klausula baku

Dengan adanya pengelompokan tersebut ditujukan untuk memberikan perlindungan terhadap konsumen dari atau akibat perbuatan yang dilakukan oleh pelaku usaha.

Konsep Perbuatan Melawan Hukum atau Wanprestasi

Pengertian Perbuatan Melawan Hukum— (PMH)

Sebagai landasan hukum menyangkut perbuatan melawan hukum adalah Pasal 1365 Perdata, yang berbunyi:

Tiap perbuatan melawan hukum yang membawa kerugian kepada seorang lain, mewajibkan orang yang karena salahnya menerbitkan kerugian untuk mengganti kerugian tersebut

—PMH tidak hanya bertentangan dengan undang-undang, tetapi juga berbuat atau tidak berbuat yang melanggar hak orang lain atau bertentangan dengan kewajiban orang yang

berbuat atau tidak berbuat bertentangan dengan kesusilaan maupun sifat berhati-hati, kepantasan dan kepatutan dalam lalu lintas masyarakat.

Wanprestasi juga diartikan sebagai tidak dilaksanakannya prestasi atau kewajiban sebagaimana mestinya dibebankan oleh kontrak terhadap pihak-pihak tertentu seperti yang disebutkan dalam kontrak yang bersangkutan. Tindakan wanprestasi membawa konsekuensi terhadap timbulnya hak pihak yang dirugikan untuk menuntut pihak yang melakukan wanprestasi untuk memberikan ganti rugi sehingga oleh hukum diharapkan agar tidak ada satu pihakpun yang dirugikan karena wanprestasi tersebut (Fuady, 2015:69).

Kajian Undang-Undang Nomor 8 Tahun 1999 Tentang Perlindungan Konsumen

Undang-undang No. 8 Tahun 1999 Tentang Perlindungan Konsumen, diundangkan di Jakarta pada tanggal 20 April 1999. Produk hukum ini lahir dengan latar belakang, yaitu antara lain:

1. Melaksanakan amanat Pancasila sebagai cita-cita hukum Indonesia, yang sekaligus menjadi landasan filosofis, dan UUD 1945, terutama Pasal 27 ayat (2), tiap warga Negara berhak untuk memperoleh hidup yang layak bagi kemanusiaan. Ketentuan UUD 1945 adalah sebagai landasan yuridis konstitusional.
2. Melaksanakan ketentuan yang terdapat dalam Ketetapan MPR RI No. II /MPR/ 1993. Tentang Garis-Garis Besar Haluan Negara, pada Bab IV, huruf F butir 4a, dinyatakan “Pembangunan perdagangan ditujukan untuk memperlancar arus barang dan jasa dalam rangka menunjang peningkatan produksi dan daya saing, meningkatkan pendapatan produsen terutama produsen hasil pertanian rakyat, dan pedagang, melindungi kepentingan konsumen, Dalam konteks Politik Hukum di Indonesia, maka Garis-Garis Besar Haluan Negara merupakan sumber arahan atau pedoman dalam merumuskan kebijakan pembangunan hukum nasional dalam rangka mewujudkan tujuan nasional.
3. Implementasi Undang-Undang N0. 7 Tahun 1994 Tentang Ratifikasi *Agreement Establishing the World Trade Organization*. Sebagai anggota *World Trade Organization*. Indonesia berkewajiban untuk memenuhi ketentuan-ketentuan yang dikeluarkan organisasi tersebut.

Prinsip dasar yang menjiwai Undang-Undang N0. 7 Tahun 1994 adalah perlunya keterkaitan yang saling menguntungkan antara produsen dan konsumen. Dengan demikian, perlu dikeluarkan kebijakan-kebijakan yang berorientasi pada ekonomi kerakyatan dengan dua pertimbangan pokok, yaitu; *pertama*, selama pembangunan Jangka Panjang Pertama (PJP I), dua puluh lima tahun pembangunan masa orde baru. Para produsen/pengusaha (konglomerat) telah banyak memperoleh berbagai proteksi dan fasilitas, melalui berbagai regulasi dan deregulasi, termasuk subsidi tidak langsung dari konsumen berupa keterbatasan produk barang dan jasa dengan harga tinggi. Keterbatasan ini memiliki makna bahwa hanya ada satu produk konglomerat tertentu yang beredar di pasaran domestic melalui mekanisme monopoli sehingga tidak memungkinkan konsumen menggunakan hak pilihnya. *Kedua*, kemajuan ilmu pengetahuan dan teknologi dalam proses produksi barang dan jasa ternyata belum diikuti dengan kemajuan perangkat hukum yang memadai. Kondisi ini dapat menimbulkan dampak yang kurang baik bagi konsumen, konsumen akan menjadi obyek eksploitasi para pengusaha yang ingin meraih keuntungan yang sebesar-besarnya.

Ketentuan yang terdapat di dalam Undang-Undang Nomor 8 Tahun 1999 ini sebagian besar memiliki kaitan dengan perlindungan hukum terhadap penumpang pada transportasi udara, akan tetapi yang memiliki kaitan langsung yaitu terdapat pada ketentuan tentang hak konsumen, kewajiban pelaku usaha, larangan bagi pelaku usaha dan mekanisme penyelesaian sengketa.

Materi hukum yang berkaitan dengan perlindungan hukum terhadap penumpang adalah menyangkut penentuan tanggung jawab perusahaan pengangkutan udara terhadap penumpang, penentuan ganti kerugian, dan upaya hukum bagi penumpang yang mengalami kerugian.

METODE PENELITIAN

Lokasi penelitian adalah Bandar Udara El Tari Kupang. Spesifikasi dalam penelitian ini adalah preskriptif analitis. Fokus kajian dalam penulisan ini adalah Undang-Undang Nomor 8 Tahun 1999 Tentang Perlindungan Konsumen. Data yang digunakan dalam penelitian ini adalah data sekunder. Pengumpulan data sekunder dilakukan dengan menggunakan metode kepustakaan (*library studies*) atau dikenal juga dengan nama studi dokumen. Data yang diperoleh selanjutnya diolah dengan langkah-langkah sebagai berikut: seleksi data, klasifikasi data, dan sistematika data. Data yang telah diolah dianalisis secara normatif – kualitatif.

DISKUSI

Berdasarkan hasil penelitian terhadap bahan-bahan penelitian yang berupa bahan hukum primer dan bahan hukum sekunder sesuai dengan permasalahan dalam penelitian ini maka dapat disajikan hasil penelitian dan pembahasan sebagai berikut:

1. Tanggung Jawab Perusahaan Pengangkutan Udara Sebagai Pengangkut

Titik sentral dalam pembahasan mengenai tanggung jawab pengangkut adalah menyangkut prinsip tanggung jawab yang diterapkan. Ada beberapa bentuk prinsip tanggung jawab pengangkut yang dikenal dalam kegiatan pengangkutan, yang masing-masing berbeda satu dengan lainnya, baik itu cara pembebanan pembuktian, besarnya ganti kerugian dan lain-lain.

Keamanan dan keselamatan penerbangan, dikaitkan dengan perlindungan konsumen yang menggunakan jasa transportasi udara merupakan salah satu bentuk hak konsumen yang paling penting dan mendasar. Sebagaimana diatur pada Pasal 4 Undang-Undang Nomor 8 Tahun 1999 tentang perlindungan konsumen yang menyatakan Hak konsumen adalah: hak atas kenyamanan, keamanan, dan keselamatan dalam mengkonsumsi barang dan/atau jasa.

Tanggung jawab berikutnya adalah tanggung jawab terhadap barang. Barang dalam kegiatan pengangkutan udara terdiri dari barang kiriman (*cargo*), barang yang dibawah pengawasan penumpang atau yang dikenal bagasi tangan yang diletakkan di kabin pesawat, dan barang bawaan penumpang yang dititipkan atau dibawah pengawasan pengangkut atau yang dikenal bagasi tercatat. Selanjutnya adalah tanggung jawab pengangkut terhadap keterlambatan.

Mengingat di dalam undang-undang Nomor 15 Tahun 1992 ketentuan tentang tanggung jawab pengangkut hanya bersifat pokok atau umum maka diperlukan aturan-aturan yang lebih jelas dan terinci, dengan demikian diperlukan pengaturan yang bersifat operasional atau secara lebih teknis. Sehubungan dengan itu maka di keluarkanlah Peraturan pemerintah Nomor 40 Tahun 1995 Tentang Angkutan Udara. Pada Pasal 42 PP No 40 Tahun 1995 tersebut, dinyatakan Perusahaan angkutan udara yang melakukan kegiatan angkutan udara niaga berjadwal bertanggung jawab atas:

- a. kematian atau lukanya penumpang yang diangkut;
- b. musnah, hilang atau rusaknya barang yang diangkut;
- c. keterlambatan angkutan penumpang dan/atau barang yang diangkut apabila terbukti hal tersebut merupakan kesalahan pengangkut.

Berdasarkan ketentuan yang terdapat di dalam Undang-Undang Nomor 15 Tahun 1992 dan Peraturan pemerintah Nomor 40 tahun 1995 di atas dapat disimpulkan bahwa ada tiga bentuk tanggung jawab perusahaan angkutan udara niaga, yaitu: Tanggung jawab terhadap penumpang; Tanggung jawab pengangkut terhadap barang dan Tanggung jawab terhadap keterlambatan.

Selanjutnya dari ketiga bentuk tanggung jawab tersebut, adanya perbedaan prinsip tanggung jawab pengangkut udara yang dianut, yaitu prinsip tanggung jawab mutlak terbatas (*strict liability*) dan prinsip tanggung jawab berdasarkan praduga bersalah (*rebuttable presumption of liability principle*). Prinsip tanggung jawab mutlak mengandung makna pengangkut akan dikenakan tanggung jawab mutlak tanpa melihat ada atau tidak adanya kesalahan dari pengangkut, perusahaan pengangkut udara harus membayar ganti apabila terjadi kerugian yang dialami penumpang. Dikatakan terbatas karena adanya pembatasan atau limitatif jumlah besarnya ganti rugi yang harus dibayar oleh perusahaan penerbangan. Tanggung jawab mutlak terbatas ini hanya berlaku bagi kematian atau luka-lukanya penumpang dan tanggung jawab terhadap musnah, rusak atau hilangnya barang.

Sedangkan tanggung jawab terhadap keterlambatan berlaku prinsip tanggung jawab berdasarkan praduga bersalah (*rebuttable presumption of liability principle*). Hal itu berdasarkan rumusan kata-kata adanya unsur kesalahan dari pengangkut. Artinya bahwa pengangkut akan bertanggung jawab apabila keterlambatan terbukti merupakan kesalahan pengangkut.

2. Bentuk Perlindungan Hukum Penumpang Pesawat Terhadap Kelalaian Maskapai yang Merugikan Penumpang

Berdasarkan data yang telah penulis sajikan sebagai hasil Penelitian, banyak terdapat kasus-kasus yang merugikan konsumen, diantaranya adanya keterlambatan penerbangan, kehilangan barang bagasi, kecelakaan pesawat dan juga penundaan penerbangan tanpa informasi yang jelas. Kasus-kasus tersebut secara hukum tentunya harus dipertanggungjawabkan. Sebab keterlambatan, kehilangan barang, dan kecelakaan merupakan bentuk pelanggaran karena tidak terpenuhinya hak dan kewajiban yang tertuang dalam dokumen perjanjian maupun pelanggaran atas ketentuan peraturan perundang-undangan.

Secara yuridis formal adanya kasus-kasus kerugian yang dialami oleh penumpang, dapat dinyatakan bahwa pengangkut atau perusahaan penerbangan telah melanggar ketentuan yang diatur dalam Undang-Undang Nomor 15 Tahun 1992, Peraturan Pemerintah Nomor 40 Tahun 1995, Ordonansi Pengangkutan Udara 1939, Undang-Undang Nomor 8 Tahun 1999 Tentang Perlindungan Konsumen.

Selanjutnya dalam hal terjadi keterlambatan penerbangan itu berarti perusahaan telah melalaikan kewajibannya, yaitu tidak memberikan kenyamanan kepada konsumen. Padahal kewajiban perusahaan penerbangan adalah memberikan informasi yang jelas perihal adanya penundaan keberangkatan kepada penumpang, baik itu informasi penyebab keterlambatan maupun lamanya waktu tunggu, dan selama waktu tunggu penumpang berhak mendapatkan fasilitas pelayanan, seandainya tidak menunggu perusahaan penerbangan wajib mengalihkan dengan penerbangan dengan pesawat lain apabila penyebab keterlambatan berkaitan dengan masalah teknis pesawat yang telah disediakan sebelumnya.

Selain adanya pengaturan tentang hak dan kewajiban konsumen dan pelaku usaha, tanggung jawab pelaku usaha, Undang-Undang Nomor 8 Tahun 1999 juga menentukan tata cara penyelesaian sengketa konsumen. Pengaturan tentang penyelesaian sengketa dapat ditafsirkan sebagai upaya hukum yang dapat ditempuh oleh penumpang.

3. *Penyelesaian Sengketa Terhadap Kelalaian Maskapai Ditinjau dari Aspek Undang-Undang Perlindungan Konsumen.*

Dalam Undang-Undang Nomor 8 Tahun 1999 pada Pasal 45 dinyatakan:

1. Setiap konsumen yang dirugikan dapat menggugat pelaku usaha melalui lembaga yang bertugas menyelesaikan sengketa antara konsumen dan pelaku usaha atau melalui peradilan yang berada di lingkungan peradilan umum.
2. Penyelesaian sengketa konsumen dapat ditempuh melalui pengadilan atau di luar pengadilan berdasarkan pilihan sukarela para pihak yang bersengketa.
3. Penyelesaian sengketa di luar pengadilan sebagaimana dimaksud pada ayat (2) tidak menghilangkan tanggungjawab pidana sebagaimana diatur dalam Undang-undang.
4. Apabila telah dipilih upaya penyelesaian sengketa konsumen di luar pengadilan, gugatan melalui pengadilan hanya dapat ditempuh apabila upaya tersebut dinyatakan tidak berhasil oleh salah satu pihak atau oleh para pihak yang bersengketa.

Dikaitkan dengan konsumen transportasi udara niaga, maka pasal tersebut juga dapat diberlakukan yaitu bahwa para penumpang yang dirugikan oleh perusahaan penerbangan dapat mengajukan gugatan terhadap perusahaan penerbangan. Penyelesaian sengketa dapat ditempuh melalui pengadilan atau di luar pengadilan.

Berdasarkan ketentuan di atas secara jelas dapat dikemukakan bahwa penumpang pada transportasi udara niaga termasuk dalam kategori konsumen yang dapat mengajukan gugatan terhadap perusahaan penerbangan, sebagaimana dinyatakan dalam Pasal 23, Pelaku usaha yang menolak dan/atau tidak memberi tanggapan dan/atau tidak memenuhi ganti rugi atas tuntutan konsumen sebagaimana dimaksud dalam Pasal 19 ayat (1), ayat (2), ayat (3), dan ayat (4), dapat digugat melalui badan penyelesaian sengketa konsumen atau mengajukan ke badan peradilan di tempat kedudukan konsumen.

Riwayat sengketa ini mulai dari Putusan Pengadilan Negeri Jakarta Pusat No. 309/PDT.G/2007/PN.JKT. PST sampai berakhir pada Pengadilan Tinggi DKI Jakarta dalam Putusan NO.228/PDT/08.PT.DKI dengan amar putusan yakni menghukum maskapai PT Indonesia AirAsia (Wings Air) dan menjadi norma hukum baru yang diterapkan oleh penerbangan lainnya atas keterlambatan penerbangan.

Penyelesaian sengketa konsumen dapat dilakukan melalui jalur di luar pengadilan atau melalui jalur pengadilan.

1) Penyelesaian sengketa konsumen di luar pengadilan

Ketentuan mengenai penyelesaian sengketa di luar pengadilan, diatur pada Pasal 47 yang menyatakan: Penyelesaian sengketa konsumen di luar pengadilan diselenggarakan untuk mencapai kesepakatan mengenai bentuk dan besarnya ganti rugi dan/atau mengenai tindakan tertentu untuk menjamin tidak akan terjadi kembali atau tidak akan terulang kembali kerugian yang diderita oleh konsumen.

Dalam memilih penyelesaian sengketa konsumen di luar pengadilan dapat dilakukan melalui beberapa model penyelesaian sengketa, diantaranya melalui Alternatif Resolusi Masalah

(ARM) di Badan Penyelesaian Sengketa Konsumen, Lembaga Perlindungan Konsumen Swadaya Masyarakat, atau melalui Direktorat Perlindungan Konsumen atau lokasi-lokasi lain baik untuk kedua belah pihak yang telah disetujui.

2) Penyelesaian Sengketa Konsumen Melalui Pengadilan

Pasal 48 Penyelesaian sengketa konsumen melalui pengadilan mengacu pada ketentuan tentang peradilan umum yang berlaku dengan memperhatikan ketentuan dalam Pasal 45. Apabila konsumen atau penumpang transportasi udara yang ingin melakukan gugatan terhadap perusahaan penerbangan melalui jalur pengadilan maka konsumen yang bersangkutan harus memenuhi ketentuan dan prosedur berperkara di pengadilan. Sedangkan dasar hukum yang digunakan antara lain:

1. Pasal 1365 Kitab Undang-Undang Hukum Perdata, yaitu tentang perbuatan melawan hukum yang menimbulkan kerugian;
2. Undang-Undang Nomor 15 Tahun 1992 Tentang Penerbangan
3. Peraturan Pemerintah Nomor 40 Tahun 1995 Tentang Angkutan Udara
4. Ordonansi Pengangkutan Udara 1939.

Selama ini telah ada beberapa orang penumpang yang melakukan gugatan terhadap perusahaan penerbangan, antara lain:

1. Muhammad Sholeh, seorang advokat asal Surabaya, menggugat Lion Air dan Menteri Perhubungan berikut jajarannya di Pengadilan Negeri Surabaya, pada tahun 2007. Nilai gugatannya sebesar Rp 1000.000.000 (satu milyar rupiah). Gugatan ini atas dasar keterlambatan penerbangan.
2. David Tobing yang menggugat PT Lion Mentari Airlines (PT LMA) --operator penerbangan Lion Air dan Wings Air. Gugatan ini juga atas dasar keterlambatan
3. Salvatore Abbanato, seorang warga negara Amerika Serikat menggugat PT Lion Air. Dasar gugatan karena melakukan wanprestasi, yaitu pada kecelakaan pesawat di Bandar Udara Adi Sumarno Solo pada tahun 2004. Pada kecelakaan tersebut Salvatore Abbanato mengalami cacat tetap.

Keputusan yang diambil oleh majelis hakim yang menangani perkara gugatan tersebut di atas semuanya memenangkan penggugat, yaitu para penumpang dan menyatakan perusahaan pengangkutan udara bersalah.

Adanya gugatan dan putusan majelis hakim tersebut tersebut dapat dijadikan rujukan bagi konsumen atau penumpang apabila ingin melakukan gugatan terhadap perusahaan penerbangan, atau dengan kata lain menjadi yurisprudensi. Bagi maskapai penerbangan adanya putusan tersebut seharusnya dijadikan pelajaran untuk memperbaiki kinerja dan pelayanan terhadap penumpang.

KESIMPULAN

Berdasarkan hasil penelitian dan pembahasan maka ditarik beberapa kesimpulan, yaitu sebagai berikut:

1. Dalam hukum positif Indonesia terdapat beberapa peraturan perundang-undangan yang memberikan perlindungan hukum terhadap penumpang transportasi udara niaga berjadwal, peraturan tersebut antara lain Undang-Undang Nomor 15 Tahun 1992 Tentang Penerbangan; Ordonansi Penerbangan 1939 atau OP1939; Peraturan Pemerintah Nomor 40 Tahun 1995 Tentang Angkutan Udara; Peraturan Pemerintah Nomor 3 Tahun 2001 Tentang keamanan dan keselamatan Penerbangan; Undang-Undang Nomor 8 Tahun 1999 Tentang Perlindungan Konsumen.

2. Dalam menentukan tanggung jawab perusahaan pengangkutan udara terhadap kelalaian diberlakukan dua prinsip tanggung jawab pengangkutan, yaitu prinsip tanggung jawab mutlak terbatas (*strict liability*) dan prinsip tanggung jawab atas dasar praduga bersalah (*rebuttable presumption of liability principles*). Tanggung jawab mutlak terbatas berlaku dalam terjadi kerugian penumpang akibat kecelakaan yang berakibat kematian atau luka-luka dan tanggung jawab terhadap barang bagasi sedangkan prinsip praduga bersalah berlaku dalam hal terjadinya keterlambatan penerbangan.
3. Bagi penumpang transportasi udara yang merasa atau mengalami kerugian dapat mengajukan gugatan atau klaim kepada perusahaan penerbangan, penyelesaian gugatan atau sengketa dapat ditempuh melalui dua jalur yaitu jalur pengadilan dan jalur di luar pengadilan.

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PENGUNAAN HUKUM DALAM PENGENDALIAN PEMANFAATAN TATA RUANG UNTUK PEMBANGUNAN KOTA KUPANG

Vibi Joana Putri Saqita Radamuri¹⁾, Jimmy Pello²⁾, Sulistiyanta³⁾
Universitas Nusa Cendana Kupang

ABSTRAK

Pembangunan yang tidak berdasarkan kepada Perda RTRW Kota Kupang memiliki berbagai aspek latar belakang; alih fungsi lahan, pemanfaatan ruang tidak sesuai peruntukkan, kurangnya ruang terbuka hijau perkotaan, pembangunan tanpa izin, kerusakan wilayah pesisir dan pantai, kurangnya ruang publik untuk rekreasi, serta konflik kepemilikan lahan. Penelitian ini menggunakan metode penelitian hukum empiris, Hasil penelitian ini menunjukkan bahwa penggunaan hukum sebagai pengendalian pemanfaatan ruang di Kota Kupang pada umumnya belum berjalan secara efektif. Saran kepada pihak Pemerintah terkait meningkatkan koordinasi secara persuasif dan upaya yang bersifat kausatif dengan melibatkan pemerintah dalam mengendalikan pemanfaatan ruang yang sesuai dengan peruntukan.

Kata Kunci: *Hukum, Pengendalian, Pemanfaatan, Tata Ruang*

PENDAHULUAN

Ruang wilayah Negara Kesatuan Republik Indonesia, baik sebagai kesatuan wadah yang meliputi ruang darat, ruang laut, dan ruang udara, termasuk ruang di dalam bumi maupun sebagai sumber daya, merupakan karunia Tuhan Yang Maha Esa kepada bangsa Indonesia yang perlu disyukuri, dilindungi dan dikelola secara berkelanjutan untuk sebesar-besarnya kemakmuran rakyat sebagaimana diamanatkan dalam Pasal 33 Ayat (3) Undang-Undang Dasar Negara Republik Indonesia Tahun 1945 (UUDNKRI 1945) yang menegaskan bahwa “*Bumi dan air dan kekayaan alam yang terkandung didalamnya dikuasai oleh negara dan dipergunakan untuk sebesar-besarnya kemakmuran rakyat*”. Untuk mewujudkan amanat tersebut maka dibentuklah Undang-Undang tentang Penataan Ruang, yang pelaksanaan wewenangnya dilakukan oleh Pemerintah pusat dan daerah dengan tetap menghormati hak yang dimiliki oleh setiap orang.

Kebijakan penataan Tata Ruang diatur melalui Undang-Undang Nomor 26 Tahun 2007 tentang Penataan Ruang¹⁷. Dengan lahirnya Undang-Undang Penataan Ruang dengan turunannya berupa rencana tata ruang merupakan upaya penting dalam menertibkan penyelenggaraan penataan ruang di Indonesia yang diwujudkan melalui beberapa aspek penting, seperti pengendalian pemanfaatan ruang. Sehubungan dengan hal tersebut, maka pembangunan di Kota Kupang juga didasari oleh Peraturan Daerah yang tertuang melalui Peraturan Daerah Kota Kupang Nomor 11 Tahun 2011 Tentang Rencana Tata Ruang Wilayah Kota Kupang Tahun 2011-2031¹⁸.

Perda Nomor 11 Tahun 2011 tentang Rencana Tata Ruang Wilayah Kota Kupang tahun 2011-2031 pada ketentuan umum Pasal 1 menetapkan pengendalian pemanfaatan ruang sebagai upaya untuk mewujudkan tertib tata ruang sesuai dengan rencana tata ruang yang telah ditetapkan. Pada ruang lingkup wilayah pada Pasal 4 Perda RTRW Daerah Kota Kupang menetapkan Ruang lingkup wilayah meliputi rencana struktur ruang kota, rencana

¹⁷ Undang-Undang Penataan Ruang Republik Indonesia Nomor 26 Tahun 2007, Selanjutnya dalam penelitian ini disebut UUPR RI

¹⁸ Perda Nomor 11 Tahun 2011, Tentang Tata Ruang Wilayah Kota Kupang Tahun 2011-2031. Selanjutnya dalam penelitian ini disebut Perda RTRW Kota Kupang.

pola ruang kota, arahan pemanfaatan ruang kota, arahan pengendalian ruang perkotaan, dan peran serta masyarakat.

Merujuk pada ketentuan tersebut di atas, maka kawasan lindung yang terdapat di Kota Kupang yaitu: kawasan hutan lindung, kawasan yang memberi perlindungan kawasan bawahannya, kawasan perlindungan setempat, kawasan suaka alam, pelestarian alam dan cagar budaya, kawasan rawan bencana alam, kawasan lindung geologi dan kawasan lindung lainnya¹⁹.

Kawasan resapan air Kota Kupang seluas 4.031,13 Ha, yang diantaranya tersebar pada Kawasan Resapan Air Naioni dan Fatukoa yang terletak di kelurahan Naioni kecamatan Alak dan kelurahan Fatukoa kecamatan Maulafa dan Kawasan Resapan Air Bendungan Kolhua, dikembangkan di hulu DAS sungai Liliba sebagai daerah resapan air bagi rencana bendungan Kolhua yang terletak di kelurahan Kolhua Kecamatan Maulafa. Sedangkan berdasarkan kondisi penduduk di Kota Kupang sampai dengan tahun 2010 meningkat secara linier, hal ini terlihat dari rata-rata pertumbuhan penduduk selama kurun waktu 2007 - 2010 yang mengalami peningkatan tiap tahunnya, perkembangan rata-rata penduduk Kota Kupang selama kurun waktu tersebut adalah 3,89%/tahun. Apabila ditinjau perkembangan penduduk perkecamatan maka dari seluruh kecamatan yang ada di Kota Kupang, Kecamatan Maulafa merupakan kecamatan yang paling tinggi tingkat perkembangannya yaitu sebesar 4,22 %, sedangkan Kecamatan yang lain memiliki angka perkembangan yang sama yaitu 3,82%²⁰.

Pada kawasan aliran Sungai Liliba, yang ditetapkan melalui pasal 31 Perda RTRW Kota Kupang dimana Rencana kawasan sempadan sungai sebagaimana dimaksud pada ayat (1) huruf b terletak pada Sungai Liliba, namun pada daerah sempadan sungai liliba dapat ditemui kawasan pemukiman kumuh, pemukiman di pinggir sungai dan kampung-kampung pinggir yang merupakan bagian besar dari kota. Pembangunan pada kawasan ini bukan hanya berdampak pada fungsi daerah aliran sungai Liliba sebagai kawasan resapan air namun akan turut berdampak pada keamanan masyarakat yang bermukim dikawasan sempadan tersebut karena kawasan aliran sungai yang memiliki daerah sempadan yang terjal, memiliki kerentanan terhadap gerakan masa tanah yang dapat mengakibatkan longsor dan lain sebagainya. Berdasarkan Perda Kota Kupang Nomor 12 Tahun 2011 tentang Rencana Detail Tata Ruang Kota Kupang Tahun 2011-2031²¹, Pasal 65 ayat (4) menetapkan bahwa sempadan Sungai Liliba direncanakan minimal 15 (Lima Belas) meter kanan-kiri bantaran tepi sungai dan/atau area sepanjang Daerah Aliran Sungai yang dibatasi secara fisik dengan jalan.

Selain daerah aliran sungai pada Sungai Liliba, di Kota Kupang juga memiliki kawasan sempadan pantai yang ditetapkan melalui Perda RTRW Kota Kupang Pasal 31 ayat (2), yaitu Rencana kawasan sempadan pantai sebagaimana dimaksud pada ayat (1) huruf a, beberapa diantaranya terletak di Kelurahan Kelapa Lima dan Kelurahan Pasir Panjang, dimana berdasarkan Sistem Pelayanan Pusat Kota Pasal 12 ayat (2) Perda RTRW Kota Kupang membagi Sub pusat pelayanan kota sebagaimana yang dimaksud pada ayat (1) terdiri dari 7 (tujuh) Bagian Wilayah Kota yang salah satunya merupakan BWK I meliputi sebagian Kecamatan Kelapa Lima, Kecamatan Kota Raja, sebagian Kecamatan Kota Lama sebagian Kecamatan Oebobo, sebagian Kecamatan Alak dan sebagian Kecamatan Maulafa dengan

¹⁹ Perda Nomor 11 tahun 2011 tentang Rencana Tata Ruang Wilayah Kota Kupang Tahun 2011-2031 Rencana Pola Ruang Wilayah Kota Kupang

²⁰ Kota Kupang Dalam Angka 2007-2010

²¹ Perda Kota Kupang Nomor 12 Tahun 2011 Tentang Rencana Detail Tata Ruang Kota Kupang Tahun 2011-2031. Selanjutnya dalam penelitian ini disebut RDTR Kota Kupang.

Pusat BWK terletak di Kelurahan Naikoten I. Kawasan sempadan pantai di daerah Kelurahan Kelapa Lima serta Kelurahan Pasir Panjang saat ini terdapat pembangunan-pembangunan perhotelan yang berdiri tepat pada kawasan sempadan pantai²² pada pasal 65 ayat (3) Perda RDTR Kota Kupang, menetapkan ketentuan umum peraturan zonasi pada kawasan sempadan.

Bertolak dari ketentuan-ketentuan diatas, baik melalui Perda RTRW dan turunannya secara terperinci melalui Perda RDTR Kota Kupang, telah menetapkan dan memberikan ketentuan secara jelas yang dibuat untuk diikuti baik sebagai manifestasi (perwujudan) dalam pemanfaatan wilayah, penyelenggaraan peruntukan, penggunaan, serta pemeliharaan yang kesemuanya bertujuan untuk menciptakan ruang kota yang terbangun berdasarkan azas terbentuknya tata ruang Kota Kupang yang terpadu, serasi, seimbang dan tentunya berkelanjutan. Dalam mewujudkan hal ini terdapat beberapa aspek yang mendukung seperti halnya aspek sosial, budaya, ekonomi dan tentunya hukum. Dalam proses pengendalian pemanfaatan ruang tidak dapat terlepas oleh penggunaan hukum karena kebutuhan akan hukum tidak terlepas dari fungsi hukum yang sangat penting bagi terciptanya kehidupan yang tertib dan aman. Dimana hukum sebagai alat pengatur tata tertib masyarakat, sarana mewujudkan keadilan yang juga sebagai sarana penggerak pembangunan dan sebagai fungsi kritis²³. Berdasarkan pendapat di atas, menunjukkan bahwa hukum memiliki multi fungsi bagi kehidupan masyarakat, sehingga pengendalian pemanfaatan ruang dapat terwujud apabila adanya penegakan hukum sebagai perwujudan penggunaan hukum dalam proses pembangunan. Pembangunan di Kota Kupang yang tidak berdasarkan kepada Perda RTRW Kota Kupang memiliki berbagai aspek latar belakang, berdasarkan laporan pemanfaatan pembangunan di Kota Kupang oleh Badan Pengelola Lingkungan Hidup Kota Kupang diketahui hal-hal strategis dominan yang erat kaitannya dengan tata ruang meliputi ; alih fungsi lahan, pemanfaatan ruang tidak sesuai peruntukkan, kurangnya ruang terbuka hijau perkotaan, pembangunan tanpa izin, kerusakan wilayah pesisir dan pantai, kurangnya ruang publik untuk rekreasi, serta konflik kepemilikan lahan.

Seiring pesatnya pembangunan di Kota Kupang, maka melalui sudut pandang peneliti, penelitian ini membutuhkan penggunaan hukum yang tepat sebagai pengendali dalam pemanfaatan ruang di Kota dimana penggunaan hukum sebagai jembatan untuk pengendali pemanfaatan ruang sesuai dengan peruntukan.

PEMBAHASAN

Penggunaan hukum dalam pengendalian pemanfaatan ruang untuk pembangunan di Kota Kupang

Penggunaan hukum merupakan hal yang penting dalam kehidupan bermasyarakat. Penggunaan hukum dalam hal ini, seperti halnya fungsi hukum, pengendalian, perlindungan hukum, tertib hukum, penegakan hukum dan lainnya. Kesemua hal ini, sebagai salah satu jembatan untuk mencapai ketertiban masyarakat. Karena itulah menurut Soerjono Soekanto, secara konsepsional dimana penegakan hukum terletak pada kegiatan menyerasikan hubungan nilai-nilai yang terjabarkan di dalam kaidah-kaidah yang mantap dan sikap tindak sebagai rangkaian penjabaran nilai tahap akhir, untuk menciptakan, memelihara, dan mempertahankan kedamaian pergaulan hidup²⁴. Sehubungan dengan penggunaan hukum dalam pengendalian pemanfaatan ruang untuk pembangunan di Kota Kupang, maka tindakan

²² Lihat Lampiran Gambar 3, Hlm 70.

²³ R. Soerono, *Pengantar Ilmu Hukum*, Sinar Grafika, Jakarta, Cetakan Ketigabelas, 2013, hlm 53.

²⁴ Soejono Soekanto, *Faktor-Faktor Yang Mempengaruhi Penegakan Hukum*, Raja Grafindo Persada, Jakarta, Cetakan ke sebelas 2012, hlm 5.

yang mencerminkan penggunaan hukum diantaranya berupa tindakan dalam hal ini pengendalian, perlindungan, ketertiban serta penegakan hukum yang bermakna bagaimana menyerasikan nilai-nilai yang terjalar dalam Undang- Undang Republik Indonesia Nomor 27 Tahun 2007 Tentang Penataan Ruang, yang berikutnya disertai oleh turunan dalam Peraturan Daerah Kota Kupang Nomor 11 Tahun 2011 Tentang Rencana Tata Ruang Wilayah Kota Kupang serta Peraturan Daerah Nomor 12 Tahun 2011 Tentang Rencana Detail Tata Ruang Wilayah Kota Kupang, yang keseluruhannya ini bertujuan untuk melindungi, memelihara dan mempertahankan fungsi dan kelestarian ruang tersebut. Terkait kelestarian ruang banyak perkembangan dan pertumbuhan dalam pembangunan masih secara alamiah dengan kata lain berkembang tanpa pengarahan dan perencanaan yang terprogram. Akibatnya pada tahap perkembangan yang lebih kompleks timbul berbagai permasalahan²⁵

Kenyataan empiris menunjukan bahwa, meskipun telah dilakukan seminar terkait hal tersebut, namun hal ini tentunya tidak dapat menjadi acuan bahwa masyarakat secara luas mengetahui apa yang di amanatkan dalam peraturan tersebut. Berdasarkan hasil penelitian peneliti pada salah seorang masyarakat di Kelurahan Liliba, RT 15/ RW 15 kepada Bapak Likus Maima²⁶, dimana letak bangunan rumah yang dihuni didirikan di kawasan sempadan sungai Liliba. Pertimbangan mendirikan bangunan yang berada di kawasan terlindung berdasarkan PERDA RTRW didasari oleh kepemilikan Sertifikat Hak Milik (SHM), walaupun bangunan yang didirikan tidak atau belum memiliki Ijin Mendirikan Bangunan (IMB). Menurut Bapak Likus Maima, pemerintah melalui RT pernah memberikan himbauan tidak mendirikan bangunan di kawasan sempadan sungai, namun Ia sebagai pihak pemilik tanah mempertanyakan apa yang diberikan pemerintah sebagai kompensasi, jika sebagai pemilik bersedia tidak mendirikan bangunan di kawasan sempadan sungai Liliba. Namun sejauh ini belum ada tanggapan balik dari pihak pemerintah terhadap hal ini. Berdasarkan hasil penelitian peneliti, maka dapat dikatakan tidak dapat diterapkan proses penegakan hukum yang bersifat penindakan maka berdasarkan keterangan yang diberikan oleh Bapak Miki O.S Natun tindakan yang hingga kini dapat diberikan kepada masyarakat yang tetap membangun pada kawasan sempadan sungai berupa sanksi administratif dan tentunya tidak dapat mengurus Ijin Mendirikan Bangunan (IMB) karena tidak sesuai peruntukan.

Kebijakan Pemerintah Daerah Kota Kupang dalam mengendalikan pemanfaatan ruang

Kebijakan sebagai serangkaian keputusan yang saling berhubungan, berkenaan dengan pemilihan tujuan dan cara untuk mencapai tujuan dalam hal ini pengendalian pemanfaatan ruang di Kota Kupang, dimana suatu kebijakan yang tidak didukung oleh instrument hukum akan sulit diterapkan dan sulit untuk dijadikan panduan dalam pelaksanaannya. Kebijakan adalah instrument pemerintahan, bukan saja dalam arti *government*, dalam arti hanya menyangkut aparatur Negara, melainkan pula *governance* yang menyentuh berbagai bentuk kelembagaan, baik swasta, dunia usaha maupun masyarakat madani (*civil society*)²⁷. Kebijakan dapat didefinisikan sebagai tindakan yang didesain secara sengaja yang relatif stabil yang dilakukan oleh aktor atau sejumlah aktor untuk menyelesaikan persoalan atau

²⁵ Suwitno Y. Imran. Jurnal Hukum, *Fungsi Tata Ruang Dalam Menjaga Kelestarian Lingkungan Hidup Kota Gorontalo*. Fakultas Ilmu Sosial dan Ilmu Hukum Universitas Negeri Gorontalo. Diunggah melalui <http://dinamikahukum.fh.unsoed.ac.id/index.php/JDH/article/viewFile/251/242>. diunggah pada 3/30/2016: 4:14

²⁶ Likus Maima, masyarakat pada Kelurahan Liliba, RT 15/RW 15, mendirikan bangunan di kawasan sempadan sungai Liliba, Wawancara tanggal 23 Oktober 2015.

²⁷ Mustafa dan Lutfhi Kurniawan, 2012. *Perihal Negara, Hukum & Kebijakan Publik*, Setara Press. Hlm.18.

hal-hal yang menjadi perhatian bersama²⁸ Kebijakan sebagai instrument pemerintahan secara langsung bersentuhan dengan instansi-instansi pemerintah yang mengatur dan mengawasi jalannya pembangunan yang terkait dengan pemanfaatan lahan, baik pembangunan pada kawasan Ruang Terbuka Hijau, Kawasan Sempadan Sungai Liliba serta Kawasan Pendukung Pariwisata di daerah pesisir yang dapat diuraikan sebagai berikut :

Dinas Perumahan Rakyat dan Tata Ruang

Dinas ini mempunyai peran yang penting dalam pengendalian pemanfaatan tata ruang dimana memiliki fungsi perencanaan penataan dan pengembangan kawasan kota sesuai dengan Rencana Tata Ruang Wilayah serta pelaksanaan evaluasi pemanfaatan tata ruang. Tidak hanya ini, Dinas Perumahan dan Tata Ruang memiliki peran besar dalam pemberian pertimbangan rekomendasi mendirikan bangunan , penggunaan bangunan, pelestarian dan merobohkan bangunan.

Dalam kaitannya dengan penggunaan hukum dalam pengendalian pemanfaatan ruang, dimana pengendalian pemanfaatan ruang secara umum merupakan upaya untuk secara kontinyu, konsekuen, dan konsisten mengarahkan pemanfaatan ruang secara efisien dan efektif sesuai dengan rencana tata ruang kota yang telah ditetapkan. Adapun pengendalian pemanfaatan ruang diselenggarakan melalui kegiatan mekanisme perijinan, mekanisme pemberian kompensasi, pedoman pengawasan dan penertiban terhadap pemanfaatan ruang meliputi beberapa bentuk tindakan yaitu :

1. Mekanisme Perizinan

Mekanisme perizinan sebagai bentuk jaminan terhadap kesesuaian antara pelaksanaan pembangunan dengan arahan pengembangan dalam rencana tata ruang. Perizinan dapat pula digunakan sebagai bentuk pencegahan terhadap kegiatan yang dapat merubah pemanfaatan ruang yang telah ditetapkan.

Hal ini dilakukan guna mengantisipasi pembangunan yang tidak sesuai dengan peruntukan kawasan tersebut. Pembangunan di Kota Kupang seperti halnya yang terjadi pada kawasan Ruang Terbuka Hijau dan kawasan Sempadan Sungai Liliba, dimana ketika pihak pemilik tanah mengajukan permohonan informasi peruntukan kepada Dinas Perumahan Rakyat dan Tata Ruang Kota Kupang, telah dijelaskan bahwa permintaanya tidak dapat diteruskan karena peruntukan di kawasan tersebut tidak sesuai dengan rencana pembangunan yang diajukan sang pemilik tanah²⁹. Namun pada kenyataannya pembangunan oleh pemilik tanah tersebut terus dijalankan hingga diberikan teguran oleh pihak-pihak terkait secara langsung maupun tidak.

2. Mekanisme Pemberian Kompensasi

Mekanisme pemberian kompensasi berupa mekanisme penggantian yang diberikan kepada masyarakat pemegang hak atas tanah, hak pengelolaan sumber daya alam seperti hutan, bahan galian, kawasan lindung yang mengalami kerugian akibat perubahan nilai ruang dan pelaksanaan pembangunan sesuai dengan rencana tata ruang. Misalkan, ada kebijakan untuk merubah suatu kondisi dari A ke B yang diyakini akan lebih baik bagi tingkat kesejahteraan

²⁸ Filomeno Martins da Silva dan Denny Zulkaidi, 2013, Jurnal Perencanaan Wilayah dan Kota, *Perumusan Kebijakan Izin Pemanfaatan Ruang di Kota Dili*. Program Studi Magister Perencanaan Wilayah dan Kota, Sekolah Arsitektur, Perencanaan dan Pengembangan Kebijakan ITB. Diunggah melalui <http://sappk.itb.ac.id/jpwwk2/wp-content/uploads/2013/07/V2N2-Perumusan-Kebijakan-Izin-Pemanfaatan-Ruang-di-Kota-Dili.pdf>. Diunggah pada tanggal 31/3/2016

²⁹ Lihat Lampiran Gambar, Hlm 71.

secara umum. Perubahan ini tentu disadari tidak akan memberikan keuntungan secara merata pada semua pihak, yang artinya akan ada pihak-pihak tertentu yang berpotensi dirugikan oleh kebijakan ini. Dari gambaran diatas, prinsip kompensasi menyatakan bahwa kondisi B lebih disukai dari pada A jika (dalam memindahkan dari kondisi A ke B) pihak yang diuntungkan dapat memberikan kompensasi kepada pihak yang dirugikan sehingga semua pihak menjadi lebih baik. Prinsip tersebut berdasarkan pada potensi keuntungan, bukan aktualnya. Sebagai akibatnya, boleh jadi sebenarnya beberapa jadi lebih buruk dari suatu perubahan kebijakan, tapi perubahan tersebut didukung apabila yang beruntung dapat memberi kompensasi kepada yang rugi sehingga semua pihak menjadi lebih baik. Jadi dalam konteks kebijakan apa pun, pembayaran kompensasi adalah suatu masalah yang harus diputuskan oleh pembuat kebijakan yang punya otoritas, dalam rangka mengatasi isu distribusi pendapatan sebagai konsekuensi dari adanya perubahan kebijakan.

3. Pengawasan

Pengawasan dilakukan sebelum maupun sesudah izin diberikan. Pengawasan yang dilakukan sebelum izin diberikan, dilakukan dengan mewajibkan pemohon untuk menyertakan persyaratan/perengkapan yang dibutuhkan untuk memperoleh izin. Sedangkan pengawasan yang dilakukan sesudah izin diberikan, bertujuan untuk melihat apakah kegiatan tersebut telah sesuai atau belum dengan ketentuan yang tercantum dalam izin yang telah diberikan. Kegiatan pengawasan terhadap pemanfaatan ruang diselenggarakan dalam bentuk pelaporan, pemantauan, dan evaluasi. Pembangunan gedung seperti Hotel pada kawasan pendukung pariwisata di Kawasan Kelapa Lima, dimana diadakannya pemantauan untuk melihat apakah pembangunan dilakukan berdasarkan batas-batas yang diijinkan seperti halnya pembangunan kawasan Hotel tersebut tidak melampaui batas sempadan pantai yang akhirnya dapat menutup akses publik terhadap kawasan pantai tersebut.

4. Penertiban

Penertiban berupa pemberian sanksi terhadap pelanggaran ketentuan yang tercantum dalam izin yang telah diberikan. Penertiban dalam pemanfaatan ruang adalah usaha atau kegiatan untuk mengambil tindakan agar pemanfaatan ruang sesuai rencana dapat terwujud. Kegiatan penertiban dapat dilakukan dalam bentuk penertiban langsung dan penertiban tidak langsung. Penertiban dilakukan melalui mekanisme penegakan hukum yang diselenggarakan sesuai dengan peraturan perundang-undangan yang berlaku. Sedangkan penertiban tidak langsung dilakukan dalam bentuk sanksi disinsentif, antara lain melalui pengenaan retribusi secara progresif atau membatasi penyediaan sarana dan prasarana lingkungannya. Dalam kenyataan empiris dapat dilihat pada proses pembangunan hotel di kawasan RTH di daerah Kelurahan Kelapa Lima yang menurut Kepala Seksi Perencanaan survey dan pemetaan, Pada Dinas Perumahan Rakyat dan Tata Ruang, Ibu Yani Ndolu bahwa³⁰ pembangunan yang dilakukan pada kawasan sempadan pantai di Kelurahan Kelapa Lima maupun Pasir Panjang diberikan izin atas pertimbangan kawasan maupun bangunan tersebut sebagai kawasan pendukung pariwisata

Badan Perencanaan Pembangunan Daerah Kota Kupang

Salah satu aspek penting dalam upaya peningkatan kinerja Pemerintah Daerah adalah melalui kebijakan perencanaan pembangunan daerah yang berkualitas dan berkesinambungan. Hal ini didukung oleh Undang-Undang Nomor 25 Tahun 2004 tentang Sistem Perencanaan Pembangunan Nasional, yang menyebutkan bahwa perencanaan pembangunan nasional

³⁰Yani Ndolu, Kepala Seksi Perencanaan survey dan pemetaan, Pada Dinas Perumahan Rakyat dan Tata Ruang pada Dinas Perumahan dan Tata Ruang Kota Kupang, Wawancara tanggal 17 September 2015.

maupun daerah terdiri dari perencanaan pembangunan jangka panjang, perencanaan pembangunan jangka menengah dan perencanaan pembangunan tahunan.

Fungsi dan peran BAPPEDA sebagai lembaga teknis daerah yang bertanggung jawab terhadap perencanaan pembangunan sebagaimana diamanatkan dalam pasal 14 , ayat (1), Undang-Undang Nomor 32 Tahun 2004 tentang Pemerintahan Daerah, bahwa salah satu urusan wajib yang menjadi kewenangan pemerintah daerah adalah urusan perencanaan dan pengendalian pembangunan.

Dapat disimpulkan bahwa pengendalian pemanfaatan ruang yang terjadi saat ini di Kota Kupang dimana pertumbuhan penduduk dan keterbatasan lahan kota menyebabkan kepadatan penduduk di kota semakin tinggi sehingga efisiensi pemanfaatan ruang menjadi tuntutan yang tidak dapat dihindari. Karena ruang bersifat terbatas, maka pemanfaatannya harus diatur memenuhi kebutuhan semua pihak secara adil sefisien dan berkelanjutan. Lemahnya mekanisme pengendalian pembangunan merupakan salah satu kendala dalam implementasi rencana tata ruang kota yang perlu dicermati. Suatu produk rencana tata ruang kota yang baik tidak selalu menghasilkan penataan ruang yang baik pula, tanpa didukung mekanisme pengendalian dan pengawasan pembangunan (*development control*) yang jelas.

Badan Lingkungan Hidup Daerah

Untuk melaksanakan tugas, Badan Lingkungan Hidup Daerah mempunyai fungsi diantaranya yang bersinggungan langsung terhadap pengendalian pemanfaatan ruang berupa perumusan kebijakan bidang lingkungan hidup yang meliputi perencanaan, pengendalian, pengawasan dampak lingkungan hidup, termasuk pengembangan model-model konservasi keanekaragaman hayati, strategi penegakan hukum, pelaksanaan pengendalian serta pengawasan pencemaran dan kerusakan lingkungan, pelaksanaan penegakan hukum lingkungan baik secara administrasi, perdata maupun pidana terhadap pelaku pencemaran dan kerusakan lingkungan hidup dengan mengembangkan skema insentif dan disinsentif serta pelaksanaan perjanjian internasional dibidang pengendalian dampak lingkungan, pengendalian tata ruang melalui koordinasi dan peningkatan keterpaduan dalam perencanaan, pengendalian serta evaluasi dalam pengelolaan lingkungan hidup terhadap daya dukung dan daya tampung lingkungan.

Satuan Polisi Pamong Praja

SATPOL PP melakukan tindakan penertiban nonyustisial terhadap warga masyarakat, aparatur, atau badan hukum yang melakukan pelanggaran atas Perda dan/atau peraturan kepala daerah; menindak warga masyarakat, aparatur, atau badan hukum yang mengganggu ketertiban umum dan ketenteraman masyarakat; fasilitasi dan pemberdayaan kapasitas penyelenggaraan perlindungan masyarakat; melakukan tindakan penyelidikan terhadap warga masyarakat, aparatur, atau badan hukum yang diduga melakukan pelanggaran atas Perda dan/atau peraturan kepala daerah; melakukan tindakan administratif terhadap warga masyarakat, aparatur, atau badan hukum yang melakukan pelanggaran atas Perda dan/atau peraturan kepala daerah.

Kerja sama yang dapat dibangun oleh Pol PP, dalam penertiban berdasarkan Peraturan Pemerintah Republik Indonesia Nomor 6 Tahun 2010 2 Pasal 28 yang menetapkan bahwa³¹ Satpol PP dalam melaksanakan tugasnya dapat meminta bantuan dan/atau bekerja sama dengan Kepolisian Negara Republik Indonesia dan/atau lembaga lainnya. Satpol PP dalam

³¹Peraturan Pemerintah Republik Indonesia Nomor 6 Tahun 2010 2004 Tentang Satuan Polisi Pamong Praja.

hal meminta bantuan kepada Kepolisian Negara Republik Indonesia dan/atau lembaga lainnya sebagaimana dimaksud pada ayat (1) bertindak selaku koordinator operasi lapangan. Kerja sama sebagaimana dimaksud pada ayat (1) didasarkan atas hubungan fungsional, saling membantu, dan saling menghormati dengan mengutamakan kepentingan umum dan memperhatikan hierarki dan kode etik birokrasi.

Upaya-upaya yang dilakukan oleh pemerintah sendiri tentunya melalui sosialisasi kepada masyarakat yang kemudian diterbitkan Peraturan Walikota yang mengatur sanksi administratif. Namun untuk pembangunan yang secara jelas melanggar tata ruang akan langsung dilakukan pembongkaran.

Terkait penggunaan hukum dalam pengendalian pemanfaatan ruang untuk pembangunan di Kota Kupang, maka berdasarkan hasil penelitian menunjukkan bahwa penggunaan hukum yang digunakan terhadap pelaku pembangunan yang melanggar aturan dalam rangka mengendalikan pemanfaatan ruang agar sesuai dan tidak menyimpang dari Rencana Tata Ruang dibutuhkan adanya kegiatan pengendalian melalui tahapan-tahapan sebagai berikut :

Kegiatan Pengendalian :

- a) Tahap Pengawasan
- b) Tahap Penertiban Pelanggaran Pemanfaatan Ruang

Terkait dengan pengendalian dalam pemanfaatan ruang diatas, adapun yang peneliti temukan seputar bentuk pelanggaran yang dirujukan sebagai hal-hal yang melanggar peraturan pemanfaatan ruang. Pelanggaran dalam pemanfaatan ruang adalah tindakan pemanfaatan ruang yang tidak sesuai dengan rencana tata ruang. Bentuk-bentuk pelanggaran dalam pemanfaatan ruang terdiri atas:

1. Pelanggaran Fungsi:
2. Pelanggaran Blok Peruntukan
3. Pelanggaran Persyaratan Teknik

Pelaksanaan pembangunan fisik tidak selalu berjalan sesuai dengan rencana tata ruang yang telah ditetapkan. Pelanggaran tata ruang sering terjadi tanpa disadari. Pelanggaran ini didasari oleh berbagai faktor teknis operasional, administratif/ politis, dan perkembangan pasar. Kondisi ini mengisyaratkan bahwa untuk mewujudkan terciptanya pemanfaatan ruang yang “tertib ruang” diperlukan tindakan pengendalian pemanfaatan ruang yang sungguh-sungguh.

Berdasarkan kondisi-kondisi yang telah disebutkan di atas diperlukan penertiban dalam hal ini pengendalian pemanfaatan ruang, sebagai bentuk penertiban yang dapat dilakukan dalam langkah mencapai “tertib ruang” adalah sebagai berikut :

1. Pencabutan izin yang telah diberikan, apabila pemanfaatan ruang tidak sesuai.
2. Kegiatan pembangunan dihentikan untuk sementara dan pihak pelaksana investor/ masyarakat diminta untuk memenuhi aturan yang sesuai dengan rencana tata ruang setelah dilakukan teguran tertulis sebanyak tiga kali.
3. Pengenaan denda sesuai peraturan perundangan yang berlaku, dan/ atau kurungan.
4. Melalui mekanisme pengendalian, pemulihan fungsi dan pembinaan.

Terkait pengendalian pemanfaatan ruang dalam pembangunan maka adapun hal-hal yang merupakan kewajibandan kewenangan dalam pengendalian pemanfaatan ruang dimana Pemerintah bertanggung jawab untuk meningkatkan kesejahteraan masyarakat, mewujudkan

keadilan, mengurangi konflik, dan dampak negatif pemanfaatan ruang serta menjamin berlangsungnya pembangunan kota yang efisien, efektif, serta sesuai dengan fungsi dan konsisten dengan rencana tata ruang. Oleh karenanya, pemerintah wajib menjalankan fungsi pengendalian pemanfaatan ruang. Kewenangan pengendalian pemanfaatan tata ruang berdasarkan UU Nomor 26 Tahun 2007 tentang Penataan Ruang berada di pemerintah sebagai pelaksana pembangunan.

PENUTUP

Kesimpulan

1. Penggunaan Hukum sebagai pengendalian pemanfaatan ruang di Kota Kupang pada umumnya belum berjalan secara efektif. Pelanggaran terhadap pembangunan pemukiman khususnya pada kawasan sempadan sungai Liliba serta kawasan Ruang Terbuka Hijau masih terjadi. baik pelanggaran yang sifatnya administrasi perizinan maupun pelanggaran penggunaan lahan yang menyalahi izin yang diberikan dan melanggar rencana tata ruang yang ada.
2. Penggunaan hukum sebagai bentuk penegakan hukum terhadap masyarakat yang masih membangun di kawasan yang tidak sesuai peruntukannya berdasarkan RTRW menunjukkan bahwa penegakan hukum tersebut belum mampu membangun kesadaran hukum secara utuh. Artinya penegakan hukum telah membuat pelaku mengetahui dan memahami akan kesalahan perbuatannya, namun ketika kembali ke masyarakat, pelaku tetap melakukan apa yang dianggapnya benar dalam hal ini pihak selaku sebagai masyarakat yang membangun pada kawasan yang tidak sesuai dengan peruntukannya.

Saran

1. Perlunya dilakukan tindakan-tindakan penegakan hukum yang lebih pada upaya yang bersifat kausatif dengan melibatkan pemerintah dalam mengendalikan pemanfaatan ruang yang sesuai dengan peruntukan.
2. Pemerintah Kota Kupang dalam hal ini Dinas Perumahan Rakyat dan Tata Ruang, Badan Pengendalian Lingkungan Hidup Daerah, Badan Perencanaan Pembangunan Daerah serta pihak Satuan Polisi Pamong Praja Kota Kupang perlu meningkatkan koordinasi secara persuasif kepada masyarakat dalam penegakan hukum guna pengendalian pemanfaatan ruang di Kota Kupang.

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Undang-Undang

1) Undang-Undang Dasar Republik Indonesia 1945

2) Undang-Undang Republik Indonesia Nomor 27 Tahun 2007 Tentang Penataan Ruang

BIODATA

Vibi Joana Putri Saqita Radamuri, Vibi. Lahir di Kota Kupang pada bulan Juni,1991. Mengambil Program Hubungan Masyarakat pada saat Strata I di Universitas Nusa Cendana tahun 2009. Saat ini bekerja pada salah satu stasiun radio swasta dan menekuni bidang *Public Speaking*. Menjadi pengajar di beberapa Pusat Pengembangan Anak dan Lembaga Pemasyarakatan Anak Kota Kupang. Memiliki pengalaman bekerja selama 4,7 tahun sebagai pembaca berita di salah satu stasiun televisi swasta nasional.

OPTIMALISASI KEMAMPUAN PENYIDIK SUB DIREKTORAT II EKONOMI KHUSUS (EKSUS) DITRESKRIMSUS POLDA NTT MENYELESAIKAN TINDAK PIDANA PERBANKAN DALAM RANGKA MEWUJUDKAN KEPASTIAN HUKUM

Donatus Sare

ABSTRAKSI

Tulisan ilmiah ini dilatarbelakangi oleh fakta bahwa Penyidik di wilayah hukum POLDA NTT kesulitan untuk menangani banyak kasus pidana perbankan serta adanya ketidakmampuan Penyidik untuk melimpahkan berkas perkaranya ke Kejaksaan dikarenakan ketidakmampuan untuk mengungkapkan perkara yang disangkakan kepada tersangka. Sulitnya pengungkapan perkara yang disangkakan disenyalir sangat berhubungan dengan kemampuan Penyidik. Dengan rumusan masalah “Mengapa Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT tidak optimal menangani kasus – kasus perbankan?”, penelitian ini bertujuan untuk mengetahui alasan ketidakefektifan Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT dalam menangani kasus-kasus perbankan. Spesifikasi penelitian ini adalah penelitian empiris yaitu penelitian yang mana sebelum data diambil dari Responden di lokasi penelitian. Lokasi dilakukan penelitian di tetapkan di SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT didasarkan asumsi bahwa ditempat ini semua kasus perbankan diadukan masyarakat. Penelitian ini mengungkapkan bahwa hal yang menyebabkan Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT tidak optimal menyelesaikan tindak pidana perbankan di sebabkan oleh: Pertama, Penyidik di SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT kurang memiliki kemampuan ketrampilan khusus dibidang perbankan terbukti bahwa dari 7 (tujuh) Penyidik yang ada di SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT hanya 1 (satu) orang (0,07%) yang telah mengikuti pendidikan ketrampilan khusus dibidang perbankan sedangkan 6 (enam) orang lainnya belum mengikuti pendidikan ketrampilan khusus dibidang perbankan. Kedua, minimnya sarana dan prasarana yang dimiliki SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT. Berdasarkan hasil tersebut, disarankan agar: pihak POLDA; (1) Mengalokasikan anggaran guna dilakukan pelatihan dibidang perbankan agar Penyidik memiliki ketrampilan khusus dibidang perbankan. (2) Menganggarkan anggaran yang memadai dalam rangka pengadaan sarana prasarana sebagai penunjang utama bagi optimalisasi penyelesaian tindak pidana perbankan yang terjadi di wilayah hukum POLDA NTT.

Kata Kunci: *Kemampuan Penyidik, Tindak Pidana Perbankan, Kepastian Hukum*

PENDAHULUAN

Visi konsentrasi serta fokus utama penulisan karya ilmiah ini adalah hendak menelaah dan mengurai berbagai problematika yang mengintari tugas Polisi Republik Indonesia dan khususnya Penyidik SUBDIT II Ekonomi Khusus (EKSUS) DITRESKRIMSUS POLDA NTT dalam upaya penanganan tindak pidana Perbankan yang terjadi di wilayah hukum POLDA NTT demi mewujudkan optimalisasi tugas penyidik tersebut. Penyidik sebagaimana dimaksud dalam pasal 7 KUHP (Kitab Undang-undang Hukum Acara Pidana) adalah Pejabat Polisi Negara Republik Indonesia yang diberi kewenangan menerima laporan atau pengaduan dari seorang tentang adanya suatu tindak pidana, melakukan tindakan pertama pada saat di tempat kejadian, menyuruh berhenti seorang tersangka dan memeriksa tanda pengenal diri tersangka, melakukan penangkapan, penahanan, penggeledahan dan penyitaan, melakukan pemeriksaan dan penyitaan surat, mengambil sidik jari dan memotret seorang, memanggil orang untuk didengar dan diperiksa sebagai tersangka atau saksi, mendatangkan

orang ahli yang diperlukan dalam hubungannya dengan pemeriksaan perkara, pengadakan penghentian penyidikan, mengadakan tindakan lain menurut hukum yang bertanggung jawab.

Memenuhi kewenangan tersebut sebagaimana dimaksud dalam pasal 8 KUHAP (Kitab Undang-undang Hukum Acara Pidana), penyidik melaksanakan tugas :

- a) Membuat berita acara tentang pelaksanaan tindakan pemeriksaan tersangka, penangkapan, penahanan, penggeledahan, pemasukan rumah, penyitaan benda, pemeriksaan surat, pemeriksaan saksi, pemeriksaan di tempat kejadian, pelaksanaan penetapan putusan pengadilan; dan
- b) Menyerahkan berkas kepada penuntut umum.

Penyerahan berkas perkara ini maka pada tahap pertama penyidik hanya menyerahkan berkas perkara dan apabila penyidikan sudah dianggap selesai maka pada tahapan kedua barulah penyidik menyerahkan tanggung jawab atas tersangka dan barang bukti kepada penuntut umum. Fakta membuktikan bahwa banyak kasus yang berkas perkaranya penyidik tidak bisa menyerahkan tanggung jawab atas tersangka dan barang bukti kepada penuntut umum dikarenakan penyidik sulit dan tidak sanggup mengungkap perkara perkara yang disangkakan kepada tersangka.

Sulitnya penyidik mengungkap perkara yang disangkakan kepada tersangka sangat berhubungan erat dengan kemampuan penyidik tersebut terhadap kasus yang ditanganinya. Semakin baik seorang penyidik memiliki kemampuan akademik dan intelektual yang memadai, semakin optimal pula pengungkapan kasus perkara atau perkara yang ditangani. Hasil prapenelitian calon peneliti di Penyidik SUBDIT II Ekonomi Khusus (EKSUS)DITRESKRIMSUS POLDA NTT ditemukan kasus-kasus dibidang perbankan sulit diungkap oleh penyidik sehingga kasus tersebut tidak bisa diteruskan atau diserahkan kepada penuntut umum.

Tanggal 23 Oktober 2014 Adrianto Hermawi melaporkan kepada polisi melalui Kepala Centra Pelayanan Kepolisian dengan nomor Laporan Polisi : LP / B / 297 / X /2014 / SPKT terhadap terlapor masing-masing :

1. Johanis F. Z. Fandoe, jenis kelamin laki-laki, umur 59 tahun, pekerjaan Swasta, alamat Jln. Jendral Sudirman, no. 28, Kel. Nunleu, Kec. Kota Raja, Kota Kupang;
2. Jous Vinsensius Mas, SE. Jenis kelamin laki-laki, umur 45 tahun, Agama Katolik, Pekerjaan karyawan swasta, alamat RT 006, RW 002, Desa Penfui Timur, Kec. Kupang tengah, Kab. Kupang.
3. Yuniarti Erlinda Rianto, jenis kelamin Perempuan, umur 36 tahun, agama Kristen Protestan, Pekerjaan karyawan swasta, alamat RT 027, RW 009, Kel Oebobo, Kec. Oebobo, Kotas Kupang.
4. Yeni Foenai, jenis kelamin perempuan, umur 27 tahun, agama Kristen Protestan, Pekerjaan karyawan swasta, alamat RT 033, RW 011, Kel. Kolhua, Kec. Maulafa, Kota Kupang.

Intisari laporan Adrianto Hermawi bahwa pada tanggal 30 April 2014, bertempat dikantor Bank Pengkreditan Rakyat (BPR) NAM, jalan Jendral Sudirman, no. 28, Kel. Kuanino, Kec. Kota Raja, Kota Kupang para terlapor dengan sengaja tidak melakukan langkah-langkah yang diperlukan untuk melakukan ketaatan Bank. Hal mana para terlapor melakukan pencairan kredit kepada nasabah dan pihak terkait tanpa mengikuti prosedur perbankan yaitu tidak mendapatkan persetujuan tertulis dari seluruh anggota komite kredit dan melanggar batas maksimum pemberian kredit serta mengikat agunan yang belum selesai.

Penanganan akan laporan tersebut telah dilakukan oleh penyidik SUBDIT II Ekonomi Khusus (EKSUS) DITRESKRIMSUS POLDA NTT namun demikiandari 4 (empat) orang terlapor yang dilaporkan Adrianto Hermawi dan satu terlapor atas nama Johanis F. Z. Fandoe berkasnya dinyatakan telah lengkap dan telah diserahkan kepada kejaksaan tinggi Nusa Tenggara Timur dengan bukti pemberitahuan laporan nomor : B. 1920 / P. 3. 4 / Eub. 2 / 07 / 2016 tertanggal 29 Juli 2016 sedangkan 3 (tiga) terlapor lainnya hingga saat ini berkasnya belum lengkap ditangani penyidik. Data tersebut diatas menguatkan bahwa kelengkapan berkas perkara terlapor yang belum lengkap lebih banyak jumlahnya dari pada terlapor yang lengkap berkas perkaranya dengan perbandingan 3 : 1 (tiga berbanding satu), hal tersebut menandakan bahwa penanganan akan kasus perbankan di SUBDIT II Ekonomi Khusus (EKSUS) DITRESKRIMSUS POLDA NTT tidak optimal. Hal inilah yang mendorong penulis mengajukan judul ini untuk diteliti dalam satu penelitian ilmiah dengan judul “OPTIMALISASI KEMAMPUAN PENYIDIK SUBDIT II EKONOMI KHUSUS (EKSUS) DITRESKRIMSUS POLDA NTT GUNA MENYELESAIKAN TINDAK PIDANA PERBANKAN DALAM RANGKA MEWUJUDKAN KEPASTIAN HUKUM”.

Penelitian ini dilakukan untuk mengetahui, sebab – sebab atau mengapa penyidik tidak optimal dalam menangani kasus-kasus Perbankan, sebagaimana dirumuskan dalam pertanyaan penelitian: “Mengapa Penyidik SUBDIT II Ekonomi Khusus (EKSUS) DITRESKRIMSUS POLDA NTT belum optimal dalam menangani kasus-kasus perbankan?” Diharapkan agar penelitian ini dapat memberikan manfaat teoritis berupa sumbangsih pengembangan ilmu pengetahuan dan teknologi khususnya dibidang hukum. Di sisi yang lain, secara praktis penelitian ini diharapkan dapat memberikan masukan bagi penyidik SUBDIT II Ekonomi Khusus (EKSUS) DITRESKRIMSUS POLDA NTT dalam upaya penanganan masalah Perbankan baik kini maupun di masa-masa mendatang.

METODOLOGI

Penelitian menerapkan metode penelitian Emperik yaitu penelitian yang didasarkan atas penegakan hukum dalam mengoptimalkan kemampuan Penyidik Subdit II Ekonomi Khusus Ditreskrimsus Polda NTT dalam Penyelesaian Tindak Pidana Perbankan. Penelitian ini ingin mengetahui implementasi *law in action* (hukum dalam pelaksanaan) di lapangan, secara khusus dilakukan di SUBDIT II Ekonomi Khusus (EKSUS) DITRESKRIMSUS POLDA NTT dimana kasus - kasus di bidang perbankan diproses.

Penelitian ini menggunakan dua jenis data yaitu: data primer, yaitu data yang bersumber dari responden melalui wawancara dan data sekunder, yaitu data yang bersumber dari studi kepustakaan atau dokumen yang relevan dengan penelitian ini. Aspek yang akan dikaji dalam penelitian ini menyangkut: (1) Pendidikan formal dari penyidik yang menangani kasus-kasus perbankan; (2) Ketrampilan atau pendidikan khusus penyidik utamanya ketrampilan khusus dibidang perbankan, dan (3) Sarana dan prasarana yang tersedia.

Populasi penelitian ini mencakup seluruh penyidik di SUBDIT II Ekonomi Khusus (EKSUS) DITRESKRIMSUS POLDA NTT yang berjumlah 7 (tujuh) Penyidik, yang terdiri dari:

1. KASUBDIT II Ekonomi Khusus (EKSUS) DITRESKRIMSUS POLDA NTT : 1 orang.
2. Panit /Penyidik: 2 orang
3. Penyidik Pembantu: 4 orang

Semua data yang diperoleh dari lokasi penelitian kemudian diolah melalui cara :

- Editing, yaitu mengoreksi kembali data yang diperoleh guna menjamin kebenaran dan keabsahan data tersebut.
- Coding, Yaitu menyusun secara sistimatis semua data yang diperoleh dari lokasi penelitian.

Teknik analisis data

Data yang telah terkumpul dan yang telah diolah, akan dianalisis secara deskriptif kualitatif sesuai urutan kebutuhannya, untuk kemudian disimpulkan secara umum guna menemukan jawaban atas permasalahan yang diteliti.

HASIL PENELITIAN DAN PEMBAHASAN

Fokus utama penelitian ini adalah dalam rangka mengetahui Apakah Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT telah optimal dalam menangani kasus-kasus perbankan atau belum. Pendekatan yang dilakukan yaitu melalui penelitian terhadap: a) Pendidikan formal Penyidik yang menangani kasus-kasus perbankan di SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT. b) Ketrampilan atau pendidikan khusus Penyidik, utamanya ketrampilan khusus dibidang perbankan Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT. c) Sarana dan prasarana yang tersedia di SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT. Hasil penelitian terhadap ketiga aspek tersebut seutuhnya dipaparkan dalam tulisan berikut ini : ***Pendidikan Formal Penyidik yang menangani kasus-kasus perbankan di SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT***

Pendidikan formal dipandang sebagai suatu faktor penentu kemampuan seseorang dalam berbagai bidang profesi. Semakin tinggi tingkat pendidikan formal seseorang semakin tinggi pula kemampuan orang tersebut didalam melakukan profesinya. Dalam penelitian ini, dimaksudkan dengan pendidikan formal Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT adalah tingkat pendidikan penyidik dimulai dari tingkat pendidikan Sekolah Dasar (SD), Sekolah Menengah Tingkat Pertama (SLTP), Sekolah Menengah Tingkat Atas (SLTA) sampai pada tingkat Perguruan Tinggi (UNIVERSITAS). Tingkat Pendidikan Formal Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT dapat disajikan dalam Tabel 1.

Tabel 1. Tingkat Pendidikan Formal Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT

NO	NAMA	TINGKAT PENDIDIKAN FORMAL						KET
		SD	SLTP	SLTA	PT. UNIVERSITAS STRATA			
					1	2	3	
1	RISIHAN KRISNA BUDHI ASWANTO, S.H., S.IK.,M.H	✓	✓	✓	✓	✓	-	LULUS
2	JAMARI, S.H., M.H	✓	✓	✓	✓	✓	-	LULUS
3	RIFAI, S.H	✓	✓	✓	✓		-	LULUS
4	RUDY CHANDRA TOUMAHUW, S.H	✓	✓	✓	✓		-	LULUS
5	JOEL NDOLU, S.H	✓	✓	✓	✓		-	LULUS
6	UMAR LAODA	✓	✓	✓	-		-	LULUS
7	FAHMI R. M. MBONGA, S.E	✓	✓	✓	✓		-	LULUS
JUMLAH		7	7	7	6	2	0	

Sumber data : SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT

Keterangan:

✓ : Lulus

- : Belum Lulus Pendidikan Formal

Data Tabel I menunjukkan bahwa Penyidik di SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT berjumlah 7 (tujuh) orang dan dari jumlah ini 5 (lima) Penyidik berpendidikan formal strata 1 (Sarjana), 2 (dua) orang berpendidikan formal strata 2 (S2) sedangkan 1 (satu) Penyidik berpendidikan formal sampai pada tingkat Sekolah menengah Tingkat Atas (SLTA). Pendidikan formal yang demikian apakah cukup memadai atau mendukung optimalisasi penyelesaian tindak pidana perbankan yang terjadi di wilayah hukum POLDA NTT, Peneliti mengedarkan daftar angket kepada 7 (tujuh) Responden untuk dijawab. Jawaban 7 (tujuh) responden terhadap daftar angket terligat dalam Tabel 2.

Tabel 2. Jawaban Responden Atas Pertanyaan Memadai Tingkat Pendidikan Formal Penyidik SUBDIT II Ekonomi Khusus (EKSUS) DITRESKRIMSUS POLDA NTT

NO	NAMA	MEMADAI		KET
		YA	TIDAK	
1	RISIHAN KRISNA BUDHI ASWANTO, S.H., S.IK.,M.H	✓	—	
2	JAMARI, S.H., M.H	✓	—	
3	RIFAI, S.H	✓	—	
4	RUDY CHANDRA TOUMAHUW, S.H	✓	—	
5	JOEL NDOLU, S.H	✓	—	
6	UMAR LAODA	✓	—	
7	FAHMI R. M. MBONGA, S.E	✓	—	
JUMLAH		7	0	

Sumber data : Data lapangan tahun 2017

Keterangan :

✓ : Memadai

- : Tidak memadai

Data table 2 memperlihatkan bahwa 7 (tujuh) Responden sebagai Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT semuanya menjawab bahwa dengan tingkat pendidikan formal yang dimiliki Penyidik saat ini telah cukup memadai untuk menunjang penyelesaian tindak pidana perbankan yang terjadi di wilayah hukum POLDA NTT.

Tanggal 16 Maret 2017 Peneliti kemudian melakukan wawancara dengan AKBP Risihan Krisna Budhi Aswanto, S.H.,S.IK.,M.H selaku KASUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT terkait tingkat pendidikan formal para Penyidik; beliau menyatakan bahwa dengan jumlah personil atau jumlah Penyidik dan Penyidik Pembantu yang memiliki pendidikan formal yang saya pimpin,saya berkeyakinan bahwa tindak pidana perbankan yang dilaporkan ataupun yang ditemukan sendiri oleh petugas dapat terselesaikan, namun lebih lancer lagi apabila semua Penyidik dan Penyidik Pembantu yang saya pimpin semuanya memiliki pendidikan formil minimal strata 1.

Hal senada dibenarkan juga oleh Responden Jamari, S.H., M.H, Rifai, S.H, Rudy Chandra Thoumahuw, S.H, Joel Ndolu, S.H, Umar Laoda dan Fahmi R. M. Mbonga, S.E dalam wawancara tanggal 21 Maret 2017 bahwa Penyidik dan penyidik Pembantu yang memiliki pendidikan formal yang demikian diyakini tindak pidana perbankan yang dilaporkan ataupun yang ditemukan sendiri petugas dapat terselesaikan.

Jawaban Responden maupun hasil wawancara AKBP Risihan Krisna Budhi Aswanto, S.H.,S.IK.,M.H dengan kawan-kawan tentang tingkat pendidikan formal Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT sebagaimana data Tabel 2 maupun hasil wawancara dengan para Responden diperoleh gambaran serta informasi akurat bahwa dengan tingkat pendidikan formal yang demikian dimiliki oleh Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT dipandang telah cukup memadai dalam rangka penanganan kasus-kasus perbankan yang terjadi di wilayah hukum POLDA NTT atau dengan lain perkataan bahwa tingkat pendidikan formal yang dimilikian turut menunjang penyelesaian kasus yang terjadi.

Jawaban Responden baik terhadap daftar kuisioner maupun terhadap hasil wawancara tentang tingkat pendidikan formal Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT sebagaimana data Tabel 2 telah nyata tersirat bahwa dengan tingkat pendidikan formal yang dimiliki demikian saat ini oleh Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT dipandang telah cukup memadai dalam rangka penanganan kasus-kasus perbankan yang terjadi di wilayah hukum POLDA NTT.

Ketrampilan atau Pendidikan Khusus yang dimiliki Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT dibidang Perbankan

Dimaksud dengan ketrampilan atau Pendidikan khusus yang dimiliki Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT dibidang perbankan adalah pendidikan atau pengetahuan yang diperoleh Penyidik melalui pendidikan non formal (pendidikan diluar ruang lingkup pendidikan formal) berupa / melalui berbagai pelatihan-pelatihan dibidang perbankan.

Proses penyidikan masalah-masalah tindak pidana perbankan kerap kali diperhadapkan dengan berbagai keterbatasan; yang darinya menyebabkan terhambatnya penyelesaian perkara-perkara yang terjadi di wilayah hukum POLDA NTT. Berbagai keterbatasan tersebut seperti keterbatasan Sumber Daya Manusia (Penyidik) yang tidak memiliki pengetahuan berupa ketrampilan khusus dibidang perbankan. Disadari benar, proses penyelesaian perkara perbankan cukup beragam dengan tingkat kesulitan yang sangat complex yang kesemuanya itu sangat dibutuhkan ketrampilan, keahlian professional serta kemahiran dari seluruh aparat penegak hukum demi mewujudkan terwujudnya supremasi hukum yang berkeadilan.

Profesionalisme menjadi tuntutan utama yang mesti dimiliki aparat penegak hukum khususnya bagi penyidik Perbankan. Profesionalisme tersebut hanya bisa didapatkan melalui pendidikan-pendidikan non formal berupa pelatihan-pelatihan ketrampilan bagi penyidik. Gambaran umum keahlian atau ketrampilan khusus Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT. Hasil penelitian pendidikan atau ketrampilan atau keahlian khusus Penyidik perbankan disajikan dalam table berikut.

Tabel 3. Data Personil Penyidik SUBDIT II Ekonomi Khusus (EKSUS) DITRESKRIMSUS POLDA NTT Yang Mengikuti Pendidikan Khusus

NO	NAMA	JENIS PENDIDIKAN KHUSUS YANG DIIKUTI		KET
		DIKJURDAS	DIKBANGSPES	
1	RISIHAN KRISNA BUDHI ASWANTO, S.H., S.IK.,M.H	SUDAH	BELUM	
2	JAMARI, S.H., M.H	SUDAH	BELUM	
3	RIFAI, S.H	SUDAH	SUDAH	
4	RUDY CHANDRA TOUMAHUW, S.H	BELUM	BELUM	
5	JOEL NDOLU, S.H	SUDAH	BELUM	
6	UMAR LAODA	SUDAH	BELUM	
7	FAHMI R. M. MBONGA, S.E	BELUM	BELUM	
JUMLAH		5	6	

Sumber data: Data lapangan 2017

Mengacu data pada Tabel 3 tergambar bahwa Penyidik yang telah mengikuti Pendidikan Kejuruan Dasar (DIKJURDAS) berjumlah 5 (lima) dari 7 (tujuh) Penyidik sedangkan untuk Pendidikan pengembangan Spesialis (DIKBANGSPES) perbankan hanya 1 (satu) Penyidik saja yang telah mengikuti pendidikan tersebut; 6 (enam) orang lainnya belummengikuti. Realitas tersebut menunjukan prosentase bahwa prosentase Penyidik yang mengikuti pendidikan khusus perbankan lebih sedikit jumlahnya dari pada dari pada Penyidik yang telah mengikuti pendidikan khusus perbankan dengan perbandingan 0,07 berbanding 0,42 persen. Dari presentase pendidikan khusus perbankan yang demikian tentu member pengaruh serta akibat tertentu pula.

Dalam karya tulis terapan Donatus sare (2016:9-11) yang berjudul Peningkatan kemampuan penyidik Subdit II Eksus Guna Penyelesaian Tindak Pidana Ekonomi Khusus di Wilayah Hukum Polda NTT dibebankan bahwa kompetensi atau dukungan Sumber Daya manusia yang dimiliki oleh Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT belum optimal, ini dilihat dari beberapa aspek yaitu:

1. Aspek Pengetahuan
 - Kurangnya wawasan penyidik tentan tindak pidana ekonomi khusus.
 - Minimnya pengetahuan dan pengalaman personil SUBDIT II ekonomi Khusus tentang penggunaan alat-alat informasi dan teknologi.
 - Minimnya penguasaan dan penjabaran ilmu-ilmu khusus yang berkaitan dengan penyidikan dalam proses pemeriksaan perkara dibidang ekonomi khusus.
 - Minimnya penguasaan Penyidik terhadap undang-undang tentang tindak pidana dibidang ekonomi khusus.
 - Minimnya penerapan Petunjuk Lapangan (JUKLAK) dan Petujuk Teknis (JUKNIS) tentang penyelidikan dan penyidikan terhadap perkara dibidang ekonomi khusus.
2. Aspek Ketrampilan
 - Kurangnya ketrampilan yang dimiliki oleh masing-masing Penyidik.
 - Kurang tepatnya landasan atau dasar pertimbangan yuridis dalam pelimpahan perkara atau penghentian perkara.

- Ketrampilan bertanya Penyidik dalam membuat Berita Acara pemeriksaan (BAP) masih belum menyentuh akar permasalahan yang sebenarnya terjadi.
 - Ketrampilan penyidik dalam kecepatan penyidikan masih belum sesuai dengan perkara yang ditanganinya.
3. Aspek sikap serta perilaku
- Masih juga ada penyidik yang menggunakan paradigma lama yang berbasis kekuatan dan kekuasaan.
 - Sikap penyidik yang tidak terpuji yang melanggar etika penyidikan.
 - Masih sering Penyidik melakukan tindakan penyalagunaan wewenang dengan maksud serta tujuan tertentu demi kepentingan pribadi seperti menyelesaikan kasus dibawa tangan dan melakukan pemerasaan terhadap pihak-pihak yang berperkara.
 - Memainkan pasal yang disangkakan serta beberapa perilaku yang tidak boleh dilakukan Penyidik dalam penanganan proses tindak pidana dibidang ekonomi khusus serta menganggap sepele tentang kelengkapan administrasi penyidikan dan lain sebagainya.

Tanggal 15 Maret 2017 Penulis melakukan wawancara dengan AKBP Risihan Krisna Budhi Aswanto, S.H.,S.IK.,M.H terkait dengan Penyidik atau Penyidik pembantu yang telah mengikuti pendidikan ketrampilan dibidang perbankan. Dalam wawancara tersebut Penulis menanyakan beberapa Penyidik dan penyidik pembantu yang telah mengikuti pendidikan ketrampilan khusus dibidang perbankan; Beliau member jawaban bahwa dari 7 (tuju) anggota yang saya pimpin yang bertugas di SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT; baru 1 (satu) Penyidik yang telah mengikuti pendidikan ketrampilan khusus atau pendidikan Pengembangan Spesialis perbankan.

Selanjutnya Penulis mewawancarai lagi yang bersangkutan, Apakah dengan jumlah anggota yang sudah mengikuti pendidikan pengembangan dibidang perbankan tersebut bisa mengoptimalkan penyelesaian tindak pidana perbankan ?, Jawabannya; Untuk menyelesaikan kasus, lebih khusus kasus dibidang perbankan selama ini dapat berjalan baik, namun belum sesuai harapan pimpinan, hal ini dapat terwujud apabila Penyidik dan penyidik pembantu dibawa kepemimpinan saya harus memiliki pendidikan formal minimal strata 1 dan sudah mengikuti Pendidikan Pengembangan Spesial (DIKBANGSPES) dibidang perbankan.

Pertanyaan yang sama ditanyakan juga kepada Responden Jamari, S.H., M.H, Rifai, S.H, Rudy Chandra Thoumahuw, S.H, Joel Ndolu, S.H, Umar Laoda dan Fahmi R. M. Mbonga, S.E., dan atas pertanyaan tersebut; mereka memberi jawaban yang intinya sama juga dengan jawaban yang dikemukakan oleh AKBP Risihan Krisna Budhi Aswanto, S.H.,S.IK.,M.H. Atas jawaban Responden tersebut diatas menunjukan bahwa penyelesaian kasus-kasus perbankan selama ini dapat berjalan baik akan tetapi belum optimal sesuai harapan. Optimalisasi penyelesaian dapat terwujud optimal apabila Penyidik dan Penyidik pembantu semuanya memiliki pendidikan formal minimal strata 1 dan telah mengikuti serta memperoleh pendidikan pengembangan spesialis dibidang perbankan.

Sarana dan prasarana yang tersedia di SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT

Gambaran umum sarana dan prasarana SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT berdasarkan data yang didapat Penulis dalam penelitian dilihat dalam tabel berikut.

Tabel 4. Daftar sarana prasarana SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT

NO	SARANA PRASARANA	JMLH	MILIK		KET KONDISI
			DINAS	PRIBADI	
1	RUANG KASUBDIT	1	✓	-	BAIK
2	RUANG KANIT	3	✓	-	BAIK
3	RUANG LIDIK/SIDIK	3	✓	-	BAIK
4	RANMOR RDA EMPAT	1	✓	-	BAIK
5	RANMOR RODA DUA	2	✓	-	BAIK
6	COMPUTER	-	-	-	-
7	PRINTER	3	-	-	BAIK
8	LAPTOP	7	-	✓	BAIK
9	KAMERA	-	-	-	-
10	MEJA	8	✓	-	BAIK
11	KURSI	12	✓	-	BAIK
12	RAK BUKU/ALMARI	1	✓	-	BAIK
JUMLAH		41	8	1	BAIK

Sumber data : Data lapangan tahun 2017

Data Tabel 4 tersebut dapat dijelaskan bahwa jumlah keseluruhan sarana prasarana yang dimiliki SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT berjumlah 41 (empat puluh satu) sarana prasarana yang merupakan milik dinas kecuali Laptop yang berjumlah 7 (tujuh) unit merupakan milik orang perseorangan (bukan milik dinas). Berdasarkan data terkait sarana prasarana tersebut pada Tabel 4 kemudian Penulis mengedarkan daftar angket (kuisisioner) kepada 7 (tujuh) responden dalam rangka mengetahui apakah sarana prasarana yang dimiliki tersebut telah cukup memadai atau menunjang Penyidik dalam penyelesaian tindak pidana perbankan? Jawaban responden dapat dilihat dalam Tabel 5.

Tabel 5. Jawaban Responden Tentang Menunjangkah Sarana Prasarana Yang Dimiliki SUBDIT II Ekonomi Khusus (EKSUS) DITRESKRIMSUS POLDA NTT

N O	RESPONDEN	JAWABAN			KET
		YA	TDK	TDK TAHU	
1	RISIHAN KRISNA BUDHI ASWANTO, S.H., S.IK.,M.H	-	✓	-	
2	JAMARI, S.H., M.H	-	✓	-	
3	RIFAI, S.H	-	✓	-	
4	RUDY CHANDRA TOUMAHUW, S.H	-	✓	-	
5	JOEL NDOLU, S.H	-	✓	-	
6	UMAR LAODA	-	✓	-	
7	FAHMI R. M. MBONGA, S.E	-	✓	-	
JUMLAH		0	7	0	

Sumber data: Data lapangan tahun 2017

Keterangan:

- : berarti menunjang
- ✓ : Berarti tidak menunjang

Data table 5 terlihat bahwa dari 7 (tujuh) responden yang memberikan jawaban; responden yang menjawab sarana prasarana di SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT memadai (Ya) adalah tidak ada (-) responden. Sedangkan responden yang menjawab sarana prasarana SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT tidak memadai (Tdk) adalah sebanyak 7 (tujuh) responden. Responden yang menjawab tidak tahu adalah nihil (tidak ada).

Beranjak pada hasil jawaban Responden dalam Tabel 5 menunjukkan secara jelas bahwa sarana dan prasarana yang ada saat ini di SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT minim, tidak memadai dan kurang menunjang penyidik dalam penyelesaian tindak pidana di bidang perbankan yang terjadi di wilayah hukum POLDA NTT. Hal mana didukung oleh fakta penelitian bahwa 7 (tujuh) responden yang diteliti. Kesemua responden menjawab bahwa sarana prasarana yang dimiliki minim, sangat kurang, tidak memadai dan kurangnya, tidak menunjang pelaksanaan penyelesaian tindak pidana perbankan yang terjadi.

PENUTUP

Kesimpulan

Hasil penelitian menunjukkan bahwa SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT dalam upaya penyelesaian tindak pidana perbankan yang terjadi belum optimal, yang disebabkan karena kekurangan atau keterbatasan dalam hal kemampuan penyidik dan juga sarana dan prasarana. Kekurangan dalam hal kemampuan penyidik terkait dengan pengetahuan dan keterampilan yang tidak dimiliki oleh seluruh Penyidik di SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT. Dari 7 (tujuh) orang penyidik, hanya 1 (satu) orang Penyidik saja yang telah mengikuti dan mendapatkan ketrampilan khusus di bidang perbankan. Sementara itu, keterbatasan sarana dan prasarana diperoleh dari jawaban yang diberikan oleh responden yang diteliti.

Saran

Demi memecahkan permasalahan yang dihadapi dan dalam rangka mengoptimalkan kemampuan Penyidik di SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT menyelesaikan tindak pidana perbankan yang terjadi di wilayah hukum POLDA NTT maka melalui penulisan ini, Penulis menyampaikan 2 usul sebagai saran.

- (1). Pihak Polda segera mengusulkan agar dialokasikan anggaran guna dilakukan program pelatihan secara terancang di bidang perbankan bagi Penyidik SUBDIT II Ekonomi khusus (EKSUS) DITRESKRIMSUS POLDA NTT sehingga darinya mereka memiliki kemampuan yang optimal dalam upaya menunjang penyelesaian tindak pidana perbankan.
- (2). Pihak polda perlu mengalokasikan pula anggaran yang memadai demi pengadaan sarana dan prasarana sebagai penunjang utama bagi terselenggaranya penyelesaian tindak pidana perbankan secara optimal yang terjadi di wilayah hukum POLDA NTT.

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SUATU TINJAUAN SOSIOLOGI HUKUM TERHADAP FAKTOR-FAKTOR PENYEBAB TERJADINYA KERIBUTAN DI KECAMATAN OEBOBO KOTA KUPANG

Yoserizel Nisnoni
Program Pasca Sarjana Ilmu Hukum
Universitas Nusa Cendana

ABSTRAK

Di dalam kehidupan bermasyarakat senantiasa terdapat perbedaan status sosial. Dalam kenyataannya setiap zaman mempunyai pertimbangan antara perorangan dan golongan serta antara memisah dan mengikat. Hal ini dapat mengakibatkan terjadinya persaingan ataupun konflik yang dapat menimbulkan keributan atau kegaduhan bagi masyarakat. Dalam hal ini keterlibatan mereka pada hal-hal yang mengganggu ketenteraman orang lain sering ditemui dimana-mana, akibatnya anak muda sering melakukan tindakan-tindakan yang tidak terpuji diantaranya keributan atau kegaduhan, mabuk-mabukan, perkelahian, dan sebagainya. Berdasarkan pengamatan penulis maka ada beberapa faktor utama yang menyebabkan sebagian anak muda terjerumus dalam keributan atau kegaduhan yang mengakibatkan terjadinya pelanggaran kepentingan umum di Kelurahan Bakunase Kecamatan Oebobo Kota Kupang yaitu faktor kesadaran hukum dari masyarakat, kurangnya peran pemerintah dalam memberikan sanksi yang tegas, faktor minuman keras yang merajalela, faktor kurangnya perhatian dari keluarga dan faktor kurangnya pos keamanan dari Kepolisian. Ditambah lagi pihak keluarga kurang memberikan pengajaran tentang nilai-nilai moral bagi anak-anak mereka, khususnya anak muda sehingga tidak ada pedoman untuk bertingkah laku secara baik. Dengan demikian maka peranan dalam keluarga dan berbagai pihak lainnya sangat dibutuhkan dalam upaya penanggulangan keributan atau kegaduhan yang terjadi.

Kata Kunci: *Sosiologi Hukum, Keributan, Konflik*

PENDAHULUAN

Sejak manusia dilahirkan di dunia ini, secara sadar maupun tidak sadar sesungguhnya ia telah belajar dan berkenalan dengan hubungan-hubungan sosial yaitu hubungan antara manusia dalam masyarakat. Hubungan-hubungan sosial itu mulai dari hubungan anak dengan orang tuanya. Hubungan-hubungan sosial yang diwujudkan dengan pergaulan antar sesama kian bertambah luas seiring dengan bertambahnya umur dan pengetahuannya.

Kemudian pergaulan meluas ke arah tetangga sekitar yang senantiasa didorong oleh rasa ingin tahu dengan mempertanyakan apa malma hidup bermasyarakat tersebut. Dalam proses pengenalan terhadap kehidupan bermasyarakat tersebut mencakup berbagai latar belakang budaya, nilai dan norma serta tanggung jawab manusia sehingga dapat tercipta corak kehidupan masyarakat yang berbeda-beda dengan masalah yang berbedabeda pula.

Namun karena pergaulan dilakukan terkadang keluar dari konteks seperti yang digambarkan di atas yang mana generasi muda bahkan terkadang orang tua pun salah mempergunakan pergaulan itu sehingga menimbulkan kegaduhan yang akibatnya akan mengganggu ketertiban, keamanan, dan ketenteraman masyarakat.

Bertolak dari hal di atas maka penulis mencoba melakukan penelitian terhadap kondisi tersebut dengan judul : Suatu Tinjauan Sosiologi Hukum Terhadap Faktor-Faktor Penyebab Terjadinya Keributan Di Kecamatan Oebobo Kota Kupang.

Dalam kehidupan masyarakat senantiasa terdapat perbedaan status sosial antara satu orang dengan orang yang lain, ada juga yang mempunyai status sosial yang tinggi dan adapula yang mempunyai status sosial yang lebih rendah dalam kehidupan masyarakat. Antara lain masyarakat dibentuk oleh adat istiadat yang berlaku dalam masyarakat atau yang disebut dengan lingkungan sosialnya yang tumbuh melalui saluran kebiasaan yang ada, dan masyarakat ikut serta dalam membentuk kebudayaan masa sekarang. Dalam proses kehidupan masyarakat tersebut, individu selalu belajar secara terus menerus tentang makna dan tujuan hubungan antara sesama. Dari pengalaman kumulatif kemudian individu dapat memperhitungkan berbagai perilaku lain yang terjadi secara manusiawi.

Setiap gejala sosial yang timbul dalam kehidupan masyarakat tidak mustahil akan timbul konflik yang menyebabkan kegaduhan yang dapat merugikan masyarakat baik itu bersifat individu maupun kelompok bahkan dapat merugikan semua pihak. Dari uraian di atas, maka dapat mendefinisikan pengertian sosiologis sebagai berikut : menurut Cholil Mansyur dalam bukunya yang berjudul Sosiologi Masyarakat Kota dan Desa, mendefinisikan sosiologi adalah "Ilmu tentang masyarakat atau ilmu yang mempelajari masyarakat manusia atau ilmu tentang hidup bermasyarakat". Sedangkan menurut P. J. Bouman mendefinisikan sosiologi sebagai "Ilmu pengetahuan tentang hidup manusia dalam lingkungan golongan". Semuanya ini tidak terlepas dari segi hukum yakni berkaitan dengan sosiologi hukum adalah proses mencari dan menyelidiki hubungan antara hukum dan masyarakat agar satu sama lain saling melengkapi dan memberikan manfaat. Adapun faktor yang mempengaruhi perubahan masyarakat yaitu faktor intern (berasal dari masyarakat sendiri dan faktor ekstern dari luar masyarakat). Faktor intern antara lain pertambahan penduduk atau berkurangnya penduduk, penemuan-penemuan baru, pertentangan (konflik) ataupun pernah terjadinya revolusi. Faktor ekstern antara lain sebab yang berasal dari lingkungan alam fisik, pengaruh kebudayaan masyarakat lain atau peperangan.

Sementara yang dimaksud dengan masyarakat menurut Hasan Shadly adalah golongan besar atau kecil dari beberapa manusia yang dengan sendirinya bertalian secara golongan dan mempunyai pengaruh satu sama lain. (Sosiologi Untuk Masyarakat Indonesia : 47) Selain itu menurut P. J. Bouman mendefinisikan masyarakat sebagai "Pergaulan hidup yang akrab antara manusia, dipersatukan dengan cara tertentu oleh hasrat kemasyarakatan mereka". (Sosiologi Masyarakat Kota Dan Desa : 22). Dan menurut A. Lysen dalam bukunya yang berjudul: Individu dan Masyarakat, mendefinisikan masyarakat adalah hubungan antara kekuatan-kekuatan dari bentuk-bentuk masyarakat dan kehidupan individu.

Jika diamati dalam pergaulan hidup sehari-hari, maka secara sosiologis kegaduhan itu ada karena proses mengikat dan memisah selalu bercampur baur, susul-menyusul bahkan juga bertentangan. Dalam kenyataannya setiap zaman mempunyai pertimbangan yaitu: antara perseorangan dan golongan serta antara memisah dan mengikat. Hal ini dapat mengakibatkan terjadinya persaingan, oposisi, kontrafersi ataupun konflik yang dapat menimbulkan kegaduhan bagi masyarakat. Oleh karena itu yang dimaksud dengan persaingan adalah: proses yang menunjukkan pengaruh saling menentang antara perorangan atau antara golongan dalam mengejar tujuan yang sama. Oposisi adalah suatu perbedaan pendapat/pendirian yang sering berupa pernyataan membantah atau menantang. Kontraversi adalah mental yang tersembunyi terhadap orang-orang atau terhadap unsur-unsur kebudayaan suatu golongan tertentu, yang pada hakikatnya merupakan suatu bentuk proses yang berada antara persaingan dengan pertentangan/ pertikaian/ konflik yang ditandai dengan perasaan tidak suka yang tersembunyi, kebencian atau keraguan terhadap diri seseorang. Dan juga

merupakan suatu proses sosial dimana dua orang atau kelompok yang berusaha menyingkirkan pihak lain dengan jalan menghancurkan atau membuatnya tidak berdaya.

Menurut Joko Subroto dan Suyono, faktor penyebab terjadinya kegaduhan atau konflik antara lain :

1. Adanya Perbedaan kepribadian
2. Adanya perbedaan pendirian atau perasaan
3. Adanya perbedaan kepentingan
4. Adanya perubahan sosial

Adapun akibat dari kegaduhan atau konflik antara lain :

1. Persatuan goyah
2. Keributan huru-hara atau peperangan
3. Terganggunya ketertiban dalam masyarakat
4. Akomodasi, dominasi dan takluknya salah satu pihak

Dalam Kamus Bahasa Indonesia mengartikan konflik dan gaduh adalah sebagai berikut. Konflik adalah percekocan, perselisihan, pertentangan-pertentangan antara dua kekuatan, pertentangan dalam diri satu tokoh, pertentangan antara dua tokoh dan sebagainya. Gaduh adalah rusuh dan gempar karena perkelahian (Percekocan), kegaduhan adalah: perihal gaduh, kerusuhan, kekacauan, keributan. Pengertian konflik dan gaduh di atas, maka penulis menarik kesimpulan bahwa antara konflik dan kegaduhan membawa dampak yang mengakibatkan terganggunya ketertiban umum.

Sesuai kenyataan di atas, maka penulis dapat menguraikan beberapa kegaduhan yang mengganggu ketentraman masyarakat diantaranya keributan di malam hari dan pelemparan rumah. Dilihat dari data terjadinya keributan atau kegaduhan di kelurahan Bakunase dari tahun 2005 s/d Maret 2006, maka penulis dapat menguraikan kegaduhan yang mengganggu ketentraman masyarakat sebagai berikut: ada tujuh pemuda yang selalu membuat gaduh mengganggu ketentraman dalam lingkungan masyarakat dalam Tahun 2005-2006 ini, antara lain inisial pelaku: Yako, Oran, Osran, Iban, Yuda dan Fenu adalah mereka-mereka yang selalu membuat keributan pada malam hari yang mengganggu dan mencemaskan masyarakat. Sedangkan pelaku Obas terlibat dalam pelemparan rumah. Oleh aparat pemerintah setempat, dia diamankan dan mendapat sanksi berupa kurungan satu malam di Polsekta Kecamatan Kota Kupang.

Dari kenyataan di atas setidaknya menunjukkan bahwa telah terjadi pergeseran nilai dalam kehidupan pemuda. Tentunya ini menjadi fenomena atau masalah yang dalam kehidupan pemuda yang membutuhkan perhatian serius dari berbagai pihak. Dari uraian di atas maka dapat dijelaskan bahwa mereka-mereka ini yang selalu melakukan keributan dalam masyarakat yang mengakibatkan terjadinya pelanggaran kepentingan umum.

Latar belakang pelaku atau keluarga antara lain :

1. Pelaku Yako, pendidikan pelaku yaitu tamat SLTA, pekerjaan pelaku (ojek), pelaku adalah anak ke dua dari 3 orang bersaudara. Pekerjaan orang tua pelaku yaitu Bapak sebagai Pegawai Negeri Sipil dan Ibu sebagai Ibu Rumah Tangga.
2. Pelaku , pendidikan pelaku tamat SLTA, Pekerjaan pelaku Wiraswasta (petani) pelaku adalah anak ke dari 7 bersaudara, pekerjaan orang tua pelaku Bapak pensiunan Polisi sudah meninggal) ibu sebagai Ibu rumah tangga.

3. Pelaku Osran, pendidikan Pelaku Tamat SLTP, Pekerjaan pelaku Tidak ada, pelaku adalah anak ke ùnpat dari 7 bersaudara, pekedaan orang tua pelaku Bapak pensiunan Polisi (Sudah meninggal) ibu sebagai Ibu rumah tangga.
4. Pelaku Iban, pendidikan pelaku Tamat SLTA, pelaku adalah anak ke Empat dari 5 bersaudara, pekedaan orang tua pelaku pensiunan PNS ibu sebagai Ibu rumah tangga.
5. Pelaku Yuda, pendidikan pelaku Tamat SLTA, pekerjaan pelaku Ojek , pelaku adalah anak ke Tiga dari 5 bersaudara, pekerjaan orang tua pelaku Bapak (wiraswasta), Ibu (PNS).
6. Pelaku Fenu, pendidikan pelaku Tamat SLTP, Pekerjaan pelaku wiraswasta (buruh), pelaku adalah anak ke Tiga dari 5 bereaudara, pekerjaan orang tua pelaku Bapak (Pensiunan PNS), Ibu (Ibu Rumah Tangga).
7. Pelaku Obas, pendidikan pelaku Tamat SLTA, Pekerjaan pelaku Ojek , pelaku adalah anak ke Lima dari 5 bersaudara, pekerjaan orang tua pelaku Bapak (pensiunan PNS), Ibu (Pensiunan PNS).

Melihat kenyataan yang terjadi sebagaimana penjelasan di atas, maka penulis menetapkan masalah poko dalam penelitian ini adalah: Faktor Apakah Yang Menyebabkan Kegaduhan Atau Keributan Di Kecamatan Oebobo?

Yang menjadi jawaban sementara dalam penulisan ini adalah sebagai berikut :

1. Kurangnya peran pemerintah setempat (RT, RW dan Lurah) dalam memberikan sanksi yang tegas (denda berupa uang Rp. 250.000 yang telah desepakti secara lisan dalam pertemuan antara RT, RW dengan masyarakat setempat)
2. Kurangnya pengetahuan hukum dalam masyarakat
3. Kurangnya perhatian dari keluarga
4. Kurangnya perhatian keamanan dari kepolisian
5. Pengaruh penjualan miran yang merajalela di Kelurahan Bakunase

METODE

Metode Penelitian

Metode yang digunakan dalam penelitian ini adalah sebagai berikut :

- 1) Metode Observasi
Yaitu untuk mengamati secara langsung kehidupan pemuda dan melibatkan diri dalam kegiatan kepemudaan Kelurahan Bakunase
- 2) Metode Wawancara
Dalam metode ini penulis menggunakan pedoman wawancara dengan daftar pertanyaan yang telah disusun dan menggunakan cara bebas terpimpin, maksudnya dengan cara ini informan tidak menyadari bahwa ia sedang diwawancarai.

Jenis Penelitian

Untuk menyelesaikan tulisan ini, penulis menggunakan jenis penelitian sebagai berikut :

- 1) Jenis penelitian kepustakaan (library research) yaitu kegiatan pengumpulan data atau penulis menggunakan sumber-sumber literature yang berkaitan dengan topic ini
- 2) Jenis penelitian lapangan (field research) yaitu kegiatan pengumpulan data yang diarkhkan dimana objek penelitian berada ata penulis berusaha memperoleh informasi dari data-data lapangan yang dapat mendukung topic penulisan ini.

Teknik-teknik Pengumpulan Data

- 1) Wawancara yaitu teknik pengumpulan data dengan mengadakan wawancara langsung terhadap berbagai pihak responden yang ditentukan sebelumnya,
- 2) Studi dokumentasi yaitu teknik pengumpulan data dengan cara mengumpulkan literature baik media local maupun dokumen-dokumen yang tersedia.

Sumber Data

Adapun sumber data yang akan dihimpun yaitu :

- 1) Data primer yaitu data yang diperoleh secara langsung oleh peneliti melalui data hasil penelitian lapangan
- 2) Data sekunder yaitu data yang diperoleh penulis dengan mempelajari berbagai tulisan-tulisan atau karya ilmiah, buku-buku, majalah-majalah yang berhubungan dengan penelitian ini.

Lokasi Penelitian

Yang menjadi lokasi penelitian dalam penulisan ini adalah di wilayah Kelurahan Bakunasi Kecamatan Oebobo Kota Kupang.

Populasi dan Sampel

- 1) Populasi
Yang menjadi populasi dalam penelitian ini adalah seluruh masyarakat Kelurahan Bakunase Kecamatan Oebobo Kota Kupang yang berjumlah 8098 jiwa, dengan kategori pemuda berjumlah 2727 orang.
- 2) Sampel
Karena jumlah warga Bakunase sangat banyak, maka penulis mengambil secara acak dari warga masyarakat yakni 27 orang antar lain 12 orang mewakili kategori pemuda yakni (7 orang pemuda yang terlibat dan 5 orang pemuda yang tidak terlibat), 2 orang mewakili Tokoh agama, 2 orang mewakili tokoh pendidikan, 3 orang mewakili pemerintah setempat, 5 orang mewakili keluarga atau orang tua dan 3 orang mewakili aparat keamanan.

Responden

- | | |
|-------------------------------|-----------|
| 1) Pemuda yang terlibat | : 7 orang |
| 2) Pemuda yang tidak terlibat | : 5 orang |
| 3) Tokoh Agama | : 2 orang |
| 4) Tokoh Pendidikam | : 2 orang |
| 5) Keluarga/ orang tua | : 5 orang |
| 6) Pemerintah setempat | : 3 orang |
| 7) Aparat Keamanaa | : 3 orang |

Jumlah : 27 orang

Analisi Data

Data hasil penelitian yang telah dikumpulkan akan ditinjau dari segi deskriptif kualitatif yang membandingkan suatu teori dengan kenyataan yang diperoleh.

DISKUSI

Dalam kehidupan masyarakat senantiasa terdapat perbedaan status sosial antara satu dengan orang yang lain, ada juga yang mempunyai status sosial yang tinggi dan ada pula yang mempunyai status sosial yang lebih rendah dalam kehidupan masyarakat.

Dalam proses kehidupan masyarakat tersebut, individu selalu belajar secara terus menerus tentang makna dan tujuan hubungan antara sesama. Dari pengalaman kumulatif kemudian individu dapat memperhitungkan berbagai perilaku lain yang terjadi secara manusiawi. Setiap gejala sosial yang timbul dalam kehidupan masyarakat tidak mustahil akan timbul konflik yang menyebabkan kegaduhan atau keributan yang dapat mengganggu masyarakat baik itu bersifat individu maupun kelompok bahkan dapat merugikan semua pihak.

Mencermati secara mendalam permasalahan yang dihadapi masyarakat Kecamatan Oebobo Kota Kupang dalam hal ini masyarakat Kelurahan Bakunase yang salah satunya berasal dari sebagian pihak pemuda dan remaja yang semakin meningkat, dengan adanya kegaduhan yang mengakibatkan keributan membuat masyarakat menjadi cemas dan keadaan lingkungan tidak tenteram bahkan juga mengganggu ketertiban umum.

Dari penjelasan diatas penulis menyimpulkan bahwa masalah keributan di masyarakat anantara lain ngebut-ngebutan dengan kendaraan bermotor pada malam hari di jalan raya, mabuk-mabukan sambil bernyanyi hingga larut malam di pinggir jalan dan mabuk-mabukan sambil melempar rumah orang dapat digolongkan sebagai suatu kegaduhan karena mengganggu ketentraman dan ketertiban serta ketenangan masyarakat pada malam hari.

Menurut hemat penulis untuk menjawab persoalan yang diutarakan diatas diperlukan suatu pengamanan dan kesadaran Yang sangat kuat. Dengan meningkatnya permasalahan yang dilakukan oleh pemuda sudah tentu masyarakatlah yang menjadi objek sasaran ketidak tenteraman tersebut, sebab kurangnya kesadaran dan tanggung jawab dari para pemuda tersebut yang melakukan hal-hal menurut keinginan hati mereka.

Lebih lanjut lagi tentang tugas pokok serta fungsi sebagai keluarga atau orang tua yang kurang memperhatikan anak-anaknya (wawancara 10 juli 2006). Khususnya menyangkut permasalahan keributan yang mengganggu kepentingan umum ini diperlukan peranan dari orang tua dan pihak pemerintah yang secara maksimal dapat menanggulangi permasalahan yang ada. Antara lain pemerintah memberikan sosialisasi terhadap masyarakat khususnya pemuda sendiri tentang hukum dan juga penambahan pos-pos keamanan, mengaktifkan organisasi kepemudaan seperti karang taruna dan adanya keterlibatan pihak keamanan (polisi) secara langsung dalam masyarakat.

Dari hasil penelitian penulis menguraikan bahwa factor-faktor penyebab terjadinya keributan atau kegaduhan yang mengakibatkan terjadinya pelanggaran kepentingan umum di Kelurahan Bakunase Kecamatan Oebobo Kupang antara lain :

1. Kurangnya peran pemerintah setempat dalam memberikan sanksi yang tegas,
2. Kurangnya pengetahuan hukum dalam masyarakat,
3. Kurangnya perhatian dari keluarga,
4. Kurangnya pos keamanan dari kepolisian
5. Pengaruh minuman keras yang merajalela di kelurahan Bakunase

Upaya penanggulangan keributan atau kegaduhan di keluraha Bakunase kecamatan Oebobo Kota Kupang antara lain :

1. Memberikan sanksi yang tegas kepada pelaku keributan atau kegaduhan, baik dari tingkat kepolisian maupun dalam hukum adat setempat. Melalui kepolisian seluruh kasus keributan atau kegaduhan harus berdasarkan hukum yang berlaku. Dari kepolisian harus aktif dalam mengontrol keadaan wilayah-wilayah yang sering terjadi keributan atau kegaduhan dalam masyarakat. Sedangkan dalam hukum adat setempat pihak pernerintah

dalam hal ini Lurah bersama dengan RW/RT serta masyarakat lainnya membuat kesepakatan bersama berdasarkan adat setempat secara tertulis yaitu dengan memberikan sanksi denda berupa uang kepada pelaku keributan atau kegaduhan yang mengganggu kepentingan umum dalam masyarakat.

2. Mengadakan sosialisasi atau penyuluhan hukum.

Perlu adanya sosialisasi atau penyuluhan hukum dari pemerintah kepada masyarakat setempat secara langsung supaya seluruh masyarakat dapat mengetahui dan mengerti akan seluruh aturan yang berlaku dalam kehidupan masyarakat. Supaya lewat penyuluhan hukum tersebut masyarakat akan mempunyai pengetahuan tentang pengaruh terhadap gejala-gejala sosial masyarakat.

3. Pengadaan pos polisi ditempat-tempat ramai (yang sering terjadinya keributan)

Aparat keamanan mempunyai peranan yang sangat penting dalam menanggulangi suatu tindak kejahatan atau pelanggaran oleh karena itu perlu penempatan pos polisi pada tempat-tempat yang sering terjadinya keributan atau kegaduhan yang mengganggu ketentraman masyarakat. Jumlah pos polisi di setiap kecamatan disesuaikan dengan situasi atau tingkat kerawanan dan jumlah Polsekta di setiap kecamatan adalah 1 Polsekta

4. Penertiban minuman Keras

Dalam kehidupan masyarakat saat ini minuman keras merupakan alat satu-satunya yang dapat merusak moral bagi masyarakat apalagi kalau mengkonsumsinya secara berlebihan. Minuman keras dapat membuat orang lupa diri, oleh karena itu dalam menanggulangi suatu masalah sosial dalam masyarakat perlu diadakan penertiban minuman keras dari pihak kepolisian baik itu para penjualnya maupun yang mengkonsumsinya

KESIMPULAN

Pergaulan sangat penting dalam kehidupan manusia yang tidak dapat dihindarkan. Tetapi pergaulan juga sering menimbulkan persoalan dan bisa menjadi hambatan karena banyak membawa resiko atau dampak negatif sehingga dapat menimbulkan kesulitan bagi orang yang bersangkutan seperti halnya keributan atau kegaduhan yang dapat mengganggu ketentraman masyarakat. Oleh karena itu berdasarkan uraian-uraian terdahulu maka pada bagian ini penulis dapat menyimpulkan sebagai berikut :

1. Tindakan keributan atau kegaduhan yang dilakukan Oleh sebagian pemuda yang mengakibatkan terjadinya pelanggaran kepentingan umum sangat mencemaskan masyarakat.
2. Beberapa faktor yang menyebabkan terjadinya keributan atau kegaduhan yaitu
 - a. Kurangnya peran pemerintah setempat dalam memberikan sanksi yang tegas.
 - b. Faktor kurangnya pengetahuan hukum masyarakat
 - c. Kurangnya perhatian dari keluarga
 - d. Kurangnya pos keamanan dari kepolisian
 - e. Pengaruh minuman keras yang merajalela

Berbicara dalam dunia pergaulan para anak muda merupakan masalah yang sulit dihadapi, namun secara mendasar dikatakan bahwa anak muda sangat membutuhkan banyak bimbingan, perhatian dan bantuan untuk mengarahkan hidup mereka terutama bagaimana menghadapi dan keluar dari berbagai pengaruh negatif dalam lingkungan masyarakat khususnya masalah keributan yang mengganggu ketentraman masyarakat. Adapun saran yang dapat penulis kemukakan dalam penulisan ini yaitu :

1. Sebagai anak-anak seharusnya mendengar dan mentati seluruh nasehat orang tua. Sebagai anak muda harus berusaha untuk menjauhkan diri dari perbuatan-perbuatan yang tidak baik termasuk keributan atau kegaduhan dalam masyarakat. Anak muda harus turut serta bersikap aktif pada berbagai kegiatan yang positif dan menjauhkan diri dari pengaruh

yang buruk. Dalam arti bahwa orang muda hendaknya mau untuk sepenuhnya membuka diri terhadap segala arahan yang masuk untuk kepentingan masa depannya. Dalam pergaulan anak muda akan berhadapan dengan pengaruh yang buruk, tetapi janganlah hal-hal yang buruk itu menjadi pihannya untuk kehidupan.

2. Sebagai keluarga dalam hal ini orang tua harus menyediakan kesempatan yang cukup untuk mengenal komunikasi agar saling terbuka antara sesama anggota keluarga khususnya anak muda dan remaja melatih anak untuk disiplin sejak kecil tanpa perlu menggunakan kekerasan atau paksaan yang mengakibatkan jiwa anak terganggu. Sebagai orang tua harus mempunyai tanggung jawab kepada anak-anak dalam pendidikan yang baik bagi mereka. Sebagai orang tua janganlah acuh tak acuh dan menutup diri didalam berbicara mengenai masalah-masalah yang berkembang didepan anak-anak, sebab pendidikan berawal dari dalam keluarga. Menyadari bahwa tanggung jawab orang tua bukan saja melahirkan, memberi makan, pakaian, pendidikan, tempat tinggal tetapi juga harus mengasuh, mendidik dan membentuk anak-anak agar kelak menjadi orang dewasa yang bertanggungjawab. Orang tua jangan mengutamakan fungsinya sebagai pencari nafkah tetapi harus menjadi teman untuk bisa mendampingi dan membantu masalah apa yang dihadapi anak.
3. Sebagai aparat hukum perlu meningkatkan upaya penyuluhan hukum sampai tingkat masyarakat, agar tumbuh kesadaran terhadap hukum itu sendiri. Penambahan pos keamanan dari kepolisian dilokasi terjadinya keributan bagi pemerintah setempat baik itu Kelurahan, RW, RT harus berperan aktif dalam menanggulangi masalah-masalah yang ada agar dapat terciptanya ketenteraman lingkungan.

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BIODATA

Yoserizel Nisoni saat ini mengikuti perkuliahan Pasca Sarjana Program Studi Ilmu Hukum pada Universitas Nusa Cendana Tahun 2019, hoby dari penulis yaitu bermain gitar dan olahraga. Penulis saat ini berdomisil di jalan kiankelaki Kelurahan Bakunase II Kecamatan Kota Raja Provinsi Nusa Tenggara Timur.

SPORTS SCIENCE

THE EFFECT OF ILLINOIS AGILITY RUN TRAINING ON AGILITY ON THE AFKAB FUTSAL TEAM IN TIMOR TENGAH SELATAN

Yudabbirul Arif

Penjaskesrek, Universitas Nusa Cendana

E-mail: yudabbirul@staf.undana.ac.id,

ABSTRACT

The formulation of this research problem is: Is there an effect of agility scholarship training on the level of agility on the AFKAB futsal team in Timor Tengah Selatan?. This study aims to find out whether with an agility run training it can improve the agility of the AFKAB futsal team in Timor Tengah Selatan. The type of research used in this study is experimental research, where a study is conducted strictly to find out the causal relationship between variables. The sample of this study was 22 people from AFKAB Timor Tengah Selatan futsal team. Data collection is done by observation, testing and measurement techniques and documentation. The percentage increase in agility for the control group experienced an increase of 2.92% and the experimental group experienced an increase of 13.007%. The results of the study showed that agility run training could not improve the agility of the AFKAB futsal team in Timor Tengah Selatan. This is evidenced by the results of the F test where $F_{count} 0.2841 < F_{table} 4.351243$ and a significant value of $0.600 > 0.05$ (%). Thus it can be concluded that the agility runner training cannot improve the agility of the AFKAB futsal team in Timor Tengah Selatan.

Keywords: *Illinois Agility Run, Training, Futsal Team*

INTRODUCTION

Futsal game is a game that requires high skill to move in a narrow space in a short time. So that in the game of futsal is very much needed agility. Kelincahan adalah seperangkat keterampilan kompleks yang dilakukan oleh seseorang untuk merespons stimulus eksternal dengan perlambatan, perubahan arah, dan *reacceleration*. Kelincahan dipengaruhi oleh persepsi atlet dan pengambilan kemampuan mengambil keputusan untuk dengan cepat mengubah arah (Lubis, 2013:95). For example, running fast winding (zig-zag), back and forth, dodging or winding while still standing in place and so on. Examples of other agility movements where the movement of the foot moves or occurs the movement of the whole body is when a soccer player or futsal player while running fast writhing while dribbling past an opposing player to go to the enemy goal.

In addition, this biomotor component is very important, meaning that the AFKAB South Central Timor futsal team in supporting the achievement of the desired achievements is seen from the constraints that the AFKAB South Central Timor futsal team has not maximized in increasing agility because the training provided so far has not been varied and not yet directed. And the motivation to win must be strong to achieve the targets set, as quoted below, motivasi untuk berolahraga secara psikologis menentukan untuk hasil dari latihan tersebut, karena jika motivasi dalam berolahraga tinggi maka hasil yang akan di dapat dan target akan tercapai, (Arif. Y, Lukas M. Boleng, *et al.*, 2019:11). Training that can improve agility techniques is the illionis agility run exercise.

The illionis agility run exercise is a form of exercise aimed at increasing the biomotor component of agility. This exercise is easy to do but can provide an increase in the biomotoric component of agility. Based on the description above, the author will examine the

"Effect of Illusionist Agilty Run Training on Agility on the AFKAB Futsal Team in South Central Timor".

1. Principles of practice

The principles of training are things that must be known by a trainer so that the training objectives can be achieved in accordance with their objectives. If the principles of this exercise are not done not only does the exercise achieve the desired goal but it can lead to the wrong practice. atlet tidak ada peningkatan kemampuan baik fisik maupun keterampilan teknik sehingga sulit berprestasi, bahkan lebih jauh adalah atlet mengalami cedera (Lubis, 2013:12) dalam Nala (2011:23), prinsip latihan adalah suatu petunjuk dan peraturan yang sistematis, dengan pemberian beban yang ditingkatkan secara progresif, yang harus ditaati dan dilaksanakan agar tercapai tujuan penelitian. In running a weight training program, a person must at least do the exercises three times a week to produce maximum muscle strength, especially for athletes (Arif *et al.*, 2019:479). As the above quote says that in carrying out an exercise program a person must at least do some exercises in accordance with the principles of the training in order to achieve the objectives of the exercise.

Basic knowledge of the training principles is the first step in developing an optimal training program, where the principles will be effective if applied. All training principles are part of all concepts and are not seen as separate units even for a specific purpose and are taken from many understandings but are presented and described separately. Latihan pada otot lengan yang bertujuan untuk memperbaiki penampilan dalam olahraga dengan jalan menambah kekuatan, kecepatan, tenaga, dan daya tahan.(Arif and Tokan, 2019:4). So it is said that in the concept of the exercise principle is to improve the ability of the body and reaction so that later will be more masterful in the components of physical fitness in each athlete's branching, and therefore the more repetitions or exercises carried out, the better it will be for physical, technical and the athlete's passiology.

2. Exercise variables

Efisiensi suatu program latihan fisik merupakan hasil memanipulasi volume (durasi, jarak, repetisi, atau beban volume), intensitas (beban, percepatan, atau keluaran tenaga), dan densitas (frekuensi), dimana hal-hal tersebut merupakan variable kunci dalam latihan (Lubis, 2013:21). These variables must be manipulated according to their function, physiological, and psychological according to the needs of the objectives of the exercise or competition. Thus, when designing the exercise plan, the trainer must first decide which variables need to be emphasized in the achievement of achievement goals.

METHODS

The method used in this study is a quantitative method, called quantitative because the research data in the form of numbers and analysis using statistics, where this method can be described initial ability and final ability with the development carried out. This type of research used in this study is experimental research, in which a study is carried out strictly to determine the causal relationship between variables. One of the main characteristics of experimental research is the treatment given in the research subject. The research design used in this study is *Pre-test-Post-test With Control Group Design*. a post-test using similar items to those used in the pre-test(Valsa, 2005:59). As the quote above says that the sample used for the final test is the same as the initial test, it is not permissible to use a sample other than what was specified at the beginning. The independent variable is the variable that affects, while the dependent variable is the variable that is affected. From the above understanding the researcher can conclude that the variable is the object of research.

Maksum (2012:107-132), pada dasarnya ada lima cara pengumpulan data, yaitu tes dan pengukuran, wawancara, observasi, angket, dan dokumentasi. However, the researchers used in this study only used data collection methods, that is :

1. Test and measurement

A test is an instrument or tool used to obtain information about an individual or object. The tool can be in the form of a performance test. Measurement is one of the data collection processes. Data collection is the procurement of data both primary and secondary for research purposes. Data collection is an important part of this research, it is because the data collected will be used to test hypotheses or making conclusions.

2. Documentation

Data collection techniques in this study used the agility test method. Data to be collected in this study are shuttle run pre-test data given treatment or treatment, and post-test data after the sample is given treatment or treatment using the illionis agility run exercise for experiments. The training program is conducted for almost 1 month, for 12 times the treatment is given, the exercise is carried out three times a week, namely hariselasa, thursday, and saturday, starting at 16.00-17.00 WIB.

The collection of data in this study is the measurement tests used for initial measurements (pre-test) and final measurements (post-test) using the agility test.

Here are the measurement Procedures:

- 1) Initial test (pre-test)
- 2) Start is done by standing start
- 3) Feet as close as possible to the starting line
- 4) On the "willing" signal, the testi stands with one finger tip
- 5) After calm down, on cue Ready is given and testicles are ready to run
- 6) On cue Yes, testi immediately run towards the boundary line to pick up and move the first block to half the circumference which is at the starting line
- 7) Then go back to the boundary line to pick up and move the second block to the half circle at the starting line

Assessment criteria *Shuttle Run*

Score	Norms	criteria
5	<15,5	Perfect
4	16-15,6	Very good
3	16,6-16,1	Good
2	17,1-17,6	Enough
1	17,7-17,2	Less

(Source: PPCO tests and sports measurements)

1. Treatment

The sample did illionis agility run for 1 month and was carried out three times a week with a duration of 30 minutes.

- 1) The length of the area is 10 meters and the width (distance of the starting point to the finish) is 5 meters.
- 2) 4 cones are used as start, finish and 2 cone turning points.
- 3) The other 4 cones are stored halfway between the starting and finishing points.
- 4) The distance of each cone in the middle is 3.3 meters.

- 5) The subject is getting ready to run with the body leaning forward.
- 6) When there is a "Yes" signal, the stopwatch is run, and the subject runs as fast as possible then changes the direction of the movement according to the path of the movement seen in the picture without hitting or nudging the cone to the finish point.

2. post-test

The final test is to retest after conducting the initial test of the sample about the illionis agility run exercise. Is there a change or not after doing an illionis agility run exercise before doing an illionis agility run exercise. So a researcher must be really careful in conducting initial tests and final tests. For this reason, in this study normality and homogeneity data will be calculated. As well as for the interpleatance of data to find out the percentage of increase after being treated, the percentage increase calculation is used.

RESULTS AND DISCUSSION

General Description of Research Locations

The study was conducted on the AFKAB futsal team in South Central Timor. The research was carried out on April 4 until May 4, 2019. The sample in this study was the futsal players of the South Central Timor team. All players are encouraged to take a pre-test in order to find out the level of agility of each player. During the shuttle run test the player is given the opportunity twice to find the best results. After doing the pre-test then all players follow the illionis agility run training program which is part of the study on the scheduled day. After following the treatment (treatment) then the player will be tested again using the same test that is the shuttle contract with two attempts.

Research that has been conducted, to obtain data on the results of the agility of the AFKAB South Central Timor futsal players. From the data obtained are then analyzed with the t-test statistical test and the results of the study will be presented in the form of data description and t-test calculations. the futsal players of the South Central Timor AFKAB team.

General Characteristics of Research Samples

The population in this study were 22 players or athletes who took part in AFKAB South Central Timor futsal coaching. Of these 22 players divided into 2 groups using a random sampling system, 11 people were divided into the experimental group and 11 people were divided into the control group. For this control group no treatment was given while for the experimental group treatment was given in the form of an illionis agilty run for 8 weeks with a frequency of training 3-4 times a week and training intensity 50% to 70%. After 4 weeks the second test is the final test (post-test) of the two research groups, both the experimental group and the control group.

1. Data Description

a) Experimental group data

From the research that has been done, the results of the shuttle run on the AFKAB South Central Timor futsal team are as follows: the AFKAB South Central Timor futsal player has carried out the shuttle run test conducted twice. After that from each test results that have been obtained, researchers have taken the best results from each player.

After that from each test results that have been obtained, researchers have taken the best results from each player. The final test data (post-test) is then changed to the cooking data using the T-score formula. From the research that has been done, the

shuttle run results are obtained from the AFKAB Timor Tengah Selatan futsal team in the experimental group.

Description	Pre-test	Post-test	Difference
Average	43,3636	49	5,6364
Minimum value	41	47	6
Maksimum value	46	50	4

Based on table 1 above, it can be seen that the values before and after the shuttle run practice in the experimental group are seen from the pre-test value having an average of 43.3636, a minimum value of 41 and a maximum value of 46. Looking at the table above the difference between the pre -test and post-test for the average is 5.6364, the minimum difference between the pre-test and post-test is 6, and the maximum difference between the pre-test and post-test is 4. So that the results can be seen a large increase in the experimental group between pre-test and post-test was 13,007% which means that the illionis agility run exercise had an effect in increasing agility.

b) Control group data

The initial test (pre-test) has been completed and then the control group players were not given treatment (treatment) for 1 month and conducted four meetings in one week. Then the player returns to the shuttle run test with the results of the final test (post-test). The final test data (post-test) in the table above, the AFKAB South Central Timor futsal team players have carried out the shuttle run test which was conducted twice. After that from each test results that have been obtained, researchers have taken the best results from each player. The final test result data (post-test) is then converted to cooked data using the T-score formula.

From the research that has been done, the results of the shuttle run on the AFKAB Timor Tengah Selatan futsal team control group are as follows:

Description	Pre-test	Post-test	Difference
Average	46,72727	47,63636	0,90
Minimum value	39	44	5
Maksimum value	50	50	0

Based on table 2 above it can be seen that the value before and after the shuttle run exercise in the control group seen from the pre-test value has an average of 46.72 minimum value of 39 and a maximum value of 50. Seeing from the table above the value of the difference between pre- Test and post-test for the average is 0.9, the minimum difference between the pre-test and post-test is 5, and the maximum difference between the pre-test and post-test is 0. So that the results can be seen large the increase in the control group between pre-test and post-test was 2.93%.

2. Hypothesis Testing

To test the hypothesis there are several things that need to be done, namely by fulfilling the parametric test in the form of a normality test and a homogeneity test.

a) Normality test

The purpose of the normality test is to find out whether the data obtained from the test results are actually normal or not. The rule used to determine whether the distribution is normal is a significant value greater than 0.05 (significant > 0.05), so it is said to be normal. If the value is less than 0.05 (significant < 0.05), it is said to be abnormal. Normality test can be seen in the following table: Based on the above table, it can be seen in the significant value of the control group that is 0.629 for pre-test and 0.142 for post-test, while for the experimental group the significant value is 0.014 for pre-test and 0.014 for post-test. Because all of the significant values from the control group were more than 0.05 (significant > 0.05), then the data was stated to be normally distributed (accepted). While the significant values of the experimental group are all less than 0.05 (significant < 0.05) then the data are declared to be abnormally distributed (rejected).

b) Homogeneity Test

Decision making criteria are accepted if significant is greater than 0.05 (significant > 0.05) and are not accepted if significant values are less than 0.05 (significant < 0.05).

See the results of calculations where the value of F-count pre-test and the value of F-post-test are greater than F table (4.351243), so the data is homogeneous. Because all data are homogeneous, data analysis can be continued with parametric statistics.

c) Hypothesis testing

1) Test F

Used to determine the effect of independent variables together (simultaneously) on the dependent variable. F test results using a Statistical Package for the Social Science (SPSS) computer program 16.

The data above provides information that by consulting the value of Fcount and Ftable values it can be concluded that H0 is accepted and Ha is rejected because Fcount is 0.284 smaller than Ftable 4.351243 and significant value is 0.600 > 0.05 (%), it can be concluded that there is no the influence of the illionis agilty run exercise on the level of agility of the AFKAB South Central Timor futsal team.

3. Data interpretation

a) Experiment Group Data Interpretation

The results of research conducted by researchers on the AFKAB Timor Tengah Timor timfutsal to determine the effect of the illionis agilty run exercise on the agility of the AFKAB Timor Tengah Selatan timfutsal. With the results of research and data processing preliminary tests and final tests showed that the practice of illionis agilty run has a positive effect (good) on the level of agility of the AFKAB South Central Timor futsal team. $t = 10$ and a significance level of 5% with a confidence level of 95%, then the value of t table 1.812.

With this comparison, the tcount > (greater) than t table. Percentage (%) of AFKAB Timor Tengah Selatan timelutical agility. To find out the increased agility of the AFKAB South Central Timor futsal team can be done in the following ways:

$$\text{Percentage increase} = \frac{49-43,3636}{17,1} \times 100\%$$

$$= \frac{5,64}{43,36} \times 100\%$$

$$= \frac{564}{43,36}$$

$$= 13,007 \%$$

So it can be concluded that the results of data processing in the effect of the illionis agilty run exercise on the level of agility of the AFKAB Timor Tengah Selatan team of the experimental group increased by 13,007%.

b) Experiment Group Data Interpretation

$$\text{Percentage increase} = \frac{47,63-46,27}{46,27} \times 100\%$$

$$= \frac{1,36}{46,27} \times 100\%$$

$$= \frac{136}{46,27} = 2,93 \%$$

So it can be concluded that the results of data processing in the effect of the illionis agilty run exercise on the level of agility of the AFKAB South Central Timor futsal team the control group increased by 2.93%.

4. Discussion

1) The results of the pre-test and post-test experimental groups

Based on the results of the initial test (pre-test), then data analysis on the experimental group found that the level of agility after passing the shuttle run test got the best results of 16.8 and the lowest of 18.2, so that the average of 17.11, which was changed into the t-score data the best result is 41 and the lowest is 46, so the average is 43.36. After the pre-test data were taken, the experimental group ran the illionis agilty run exercise program for 4 weeks ago the post-test was conducted again. Based on the post-test results, the best agility was 14.0 and the lowest was 15.5. with an average agility value of 14.24 which is changed into the t-score data the best result is 47 and the lowest 50 is, so that the average is 49. Based on these data there is an increase in the agility of the sample by 13,007%. Based on the research, it shows that the effectiveness of illionis agilty training is to improve the agility of the AFKAB Timor Tengah Selatan futsal team. This can be seen from the results of agility that have been obtained from the experimental group that was treated in the form of an illionis agilty training program with an increase of 13,007%. The average result of an increase in the experimental group was greater, when compared to the control group. After being treated in the form of an illionis agilty run for 4 weeks with a frequency of 3-4 times a week, it turns out there is an average increase.

2) Control group pre-test and post-test results

Based on the results of the initial test (pre-test), then an analysis of the control group found that the best agility level in the control group sample is 16.6 and the lowest is 18.2, so that the average is 17.19, which is change into the t-score data the best result is 39 and the lowest is 50, so the average is 46.72. Then after 4 weeks without being given treatment in the form of exercise, after that the final test (post-test) is obtained the best agility results in the control group sample is 16.5 and the lowest is 17.6, so the average agility is 16.88 , which is changed into the t-score data the best results are 44 and the lowest is 50, so that the average is 47.63, with a large percentage increase of 2.93%. Based on the data above shows that the control group did not experience significant changes in the level of agility,

this can be seen from the results of the pre-test and post-test obtained by the control group did not show a significant increase. For the control group the increase was smaller than the experimental group. This is due to the absence of treatment or training given to the control group. Based on the theoretical basis and the pre-test and post-test data of the control group agility above, it can be concluded that there is no influence on the agility of the control group due to the absence of treatment or training to the control group.

3) The effect of illionis agilty run training on the level of agility of the AFKAB Timor Tengah Selatan futsal team.

The research was conducted on 22 futsal futsal players AFKAB Timor Tengah Selatan, and divided into 2 groups, namely the experimental group and the control group. In this group division using saturated sample technique by dividing 11 players for the control group and 11 players for the experimental group. In this study the experimental group was given the treatment of illionis agilty run for 4 weeks with as many as 16 meetings. After the data is known to be normally distributed and the data comes from homogeneous samples, then the hypothesis test is performed with the F test statistic, the value of Fcount is 0.284 1 <F table ,4.351243 and the significant value is 0.600> 0.05 (%), it can be concluded that there is no influence the effect of the illionis agilty run exercise on the level of agility of the AFKAB South Central Timor futsal team.

Thus, the hypothesis H0 is accepted and Ha is rejected. H0's statement was that there was no effect of the illionis agilty run exercise on the level of agility of the AFKAB South Central Timor futsal team. The results of calculations and analysis of all existing data, the results provide answers to the problems raised in this study. Based on the results of this study that illionis agilty run exercises do not have a significant effect on increasing agility. With the presentation an increase of 13,007% did not decrease the travel time on the measuring instruments used by researchers. The causal factors that can be pointed out by researchers thats it:

1. Measuring instrument
2. The principle of practice
3. Exercise frequency model
4. The duration of the exercise
5. The intensity of the exercise
6. Enthusiastic

CONCLUSIONS

Researchers have shown their role very well, but from the results of data processing there is no improvement in the players starting from the activity and agility of players even though the players can do the stages of training properly and correctly. This is shown from the results of data conducted by researchers showing that there is no increase in athletes in their development of understanding and performing the stages of training provided by researchers.

The factors that can be pointed out by researchers are the frequency factor and training load which is still lacking and also the enthusiasm of the players also needs to be increased in order to increase the agility of the AFKAB South Central Timor futsal team players to be the reason for the results of this study. Based on the data above, it can be said that illionis agilty run training cannot improve the agility of AFKAB South Central Timor futsal players.

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PENGARUH *SAND DRILL SPRINT* TERHADAP PENINGKATAN KECEPATAN LARI *SPRINT* PEMAIN FUTSAL DI CLUB LEWOTANAH KOTA KUPANG

Veramyta M.M.F. Babang & Muhammad Syahril KT

florababang@gmail.com & muhamadkt@yahoo.com

Prodi Pendidikan Jasmani Kesehatan Rekreasi, UNDANA Kupang

ABSTRAK

Penelitian ini dilaksanakan untuk mengetahui pengaruh latihan sand drill sprint terhadap pemain futsal club Lewotengah kota Kupang. Metode yang digunakan dalam penelitian ini yaitu Metode penelitian kuantitatif. Peneliti ingin mengetahui Pengaruh Sand Drill Sprint Terhadap Peningkatan Kecepatan Lari Sprint Pemain Futsal Di Club Lewotengah Kota Kupang dengan jumlah sampel 20 orang.

Berdasarkan hasil yang diperoleh dalam penelitian ini, bahwa setelah diketahui nilai t-hitung = 13,58 dan $N = 20 - 1 = 19$ dan dimasukkan dalam t-tabel pada taraf signifikan 5% (atau $\alpha = 0,005$) pada sampel 19 dengan hasil 1,729. Maka dapat diketahui bahwa nilai t-hitung (13,58) > (lebih besar) dari nilai t-tabel (1,729) dengan df $(N-1) = 19$. Atau terdapat peningkatan sebesar 4,671%. Dengan demikian dapat disimpulkan bahwa Latihan Kecepatan Lari Sprint Dengan Menggunakan *Sand Drill Sprint* dapat berpengaruh terhadap Kecepatan Lari Sprint Pemain Futsal Di Club Lewotengah Kota Kupang.

Kata Kunci : *Sand Drill Sprint, Lari Sprint, Futsal*

PENDAHULUAN

Pendidikan jasmani pada dasarnya merupakan suatu proses pembelajaran melalui aktivitas jasmani yang disusun secara sistematis yang bertujuan untuk meningkatkan kebugaran jasmani, menambah pengetahuan, membiasakan perilaku hidup sehat dan aktif, serta sikap sportif. Pendidikan jasmani merupakan bagian yang penting dari sistem pendidikan. Untuk mencapai tujuan pendidikan secara keseluruhan, maka pendidikan jasmani harus dilaksanakan dengan baik dan benar dalam suatu lembaga pendidikan. Selain itu olahraga futsal dapat membakar kalori dan membersihkan ion negatif atau racun dalam tubuh melalui keringat. Apabila olahraga ini dilakukan dengan sungguh sungguh maka kita bisa mengontrol berat tubuh kita dan mempertahankan bentuk tubuh tetap ideal. Permainan futsal merupakan salah satu sarana bagi manusia untuk menjaga kesehatan tubuh, selain itu banyak sekali manfaat dari olahraga ini untuk menjaga kebugaran tubuh manusia agar terhindar dari penyakit. Beberapa manfaat permainan futsal yaitu melatih jantung agar kuat karena dengan intensitas tinggi pada saat bermain futsal membutuhkan jantung dan aliran darah yang sehat. Selain itu olahraga futsal dapat membakar kalori dan membersihkan ion negatif atau racun dalam tubuh melalui keringat. Apabila olahraga ini dilakukan dengan sungguh sungguh maka kita bisa mengontrol berat tubuh kita dan mempertahankan bentuk tubuh tetap ideal.

Sand (pasir) merupakan Pecahan batuan yang berukuran antara kerikil dan lanau, atau 1/16 - 2 mm sedangkan *Drill* merupakan kesatuan yang teratur dalam latihan. Menurut Suharno (1980: 2) metode drill (metode latihan siap) merupakan metode yang lazim dipergunakan untuk menguasai gerakan-gerakan secara otomatis untuk mencapai kecakapan, keterampilan sesuatu cabang olahraga. Dalam teori *connectionisme* oleh Thorndike yang dikutip oleh Suharno (1980: 2) yang ada hubungannya dengan metode drill menyatakan bahwa dengan latihan yang terus menerus, hubungan antara rangsang dan jawaban menjadi otomatis.

Metode drill merupakan metode pembelajaran yang menekankan pada penguasaan teknik suatu cabang olahraga yang dalam pelaksanaannya dilakukan secara berulang-ulang,

(Sugiyanto, 1993: 371) menyatakan, dalam metode drill kita disuruh untuk melakukan gerakan-gerakan sesuai dengan apa yang diinstruksikan guru/pelatih dan melakukannya secara berulang-ulang. Latihan berulang-ulang gerakan ini dimaksudkan agar terjadi otomatisasi gerakan. Oleh karena itu, dalam metode drill perlu disusun tata urutan pembelajaran yang baik agar para atlet terlibat aktif, sehingga akan diperoleh hasil belajar yang optimal, jadi *Sand Drill* merupakan suatu gerakan olahraga yang dilakukan para atlet dengan cara pelaksanaan dilakukan di tempat yang pecahan batuan yang berukuran antara kerikil dan lanau, atau 1/16 - 2 mm (Pasir).

Lari sand sprint, terdiri dari dua kata yaitu Sand dan Sprint. Sand sendiri dalam bahasa Indonesia yaitu pasir. Sedangkan Sprint sendiri memiliki arti yaitu salah satu jenis lari dengan menempuh jarak yang pendek. Jadi sand sprint adalah jenis lari yang dilakukan di atas pasir dengan menempuh jarak yang pendek. Tujuan utama lari sprint adalah untuk memaksimalkan kecepatan horizontal, yang dihasilkan dari dorongan badan ke depan. Kecepatan lari ditentukan oleh panjang-langkah dan frekuensi-langkah. Untuk bisa berlari cepat seorang atlet harus meningkatkan satu atau kedua-duanya. Tujuan teknik-sprint selama perlombaan adalah untuk mengarahkan jumlah optimum daya kepada tanah di dalam waktu yang pendek. Teknik yang baik ditandai oleh mengecilnya daya pengereman, lengan-lengan efektif, gerakan kaki dan badan dan suatu koordinasi tingkat tinggi dari gerakan tubuh keseluruhan.

Berdasarkan kajian teori diatas, maka dapat dirumuskan sebuah hipotesis dalam penelitian ini adalah :

1. Hipotesis alternatif (H_a) adanya Pengaruh Latihan Sand Drill Sprint terhadap Peningkatan Kecepatan Lari Sprint Pemain Futsal Di Klub Lewotana Kota Kupang.
2. Hipotesis Nol (H_0) yaitu tidak ada Pengaruh Latihan Sand Drill Sprint terhadap Peningkatan Kecepatan Lari Sprint Pemain Futsal Di Klub Lewotana Kota Kupang.

METODE

Metode yang digunakan pada penelitian ini adalah penelitian kuantitatif yang bersifat eksperimen. Menurut Maksum (2012:65) Penelitian eksperimen adalah penelitian yang dilakukan secara ketat untuk mengetahui hubungan sebab akibat diantara variabel. Di mana pada jenis eksperimen ini terdapat perlakuan pada objek penelitian. Sugiyono (2011: 72) mengungkapkan bahwa metode penelitian eksperimen merupakan metode penelitian yang digunakan untuk mencari pengaruh perlakuan tertentu terhadap yang lain dalam kondisi yang terkendali. Metode penelitian eksperimen merupakan metode penelitian yang paling produktif, karena bentuk penelitian eksperimen memerlukan syarat yang relatif lebih ketat jika dibandingkan dengan jenis penelitian lainnya. Jenis penelitian yang digunakan dalam penelitian ini bersifat kuantitatif. Kuantitatif merupakan suatu proses menemukan suatu pengetahuan yang menggunakan data berupa angka sebagai alat menganalisis keterangan mengenai apa yang ingin diketahui. (Kasiram, 2008 : 149)

Keterangan : T1 : Tes Awal

X : Perlakuan

T2 : Tes Akhir

Populasi adalah sekumpulan data yang mempunyai karakteristik yang sama dan menjadi objek inferensi. (Maksum:2012:52) mengatakan bahwa populasi adalah wilayah generalisasi atas : objek/subjek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti. Populasi adalah keseluruhan subjek yang akan diteliti. Jadi populasi dapat diartikan sebagai suatu himpunan yang mempunyai kesamaan sifat. Populasi dalam penelitian ini

adalah para pemain *futsal club* Lewotana berjumlah 20 orang. Sampel adalah sebagian dari populasi yang ingin diteliti, dipandang sebagai suatu pendugaan terhadap populasi, namun bukan populasi itu sendiri. Untuk menentukan sejumlah sampel yang digunakan dapat dijelaskan oleh Maksum (2012:55) bahwa sekedar incar-incar maka apabila jumlah subjek kurang dari 100, maka lebih baik diambil seluruh sampel sehingga penelitiannya merupakan penelitian populasi. Sampel dalam penelitian ini adalah semua pemain *futsal club* Lewotana berjumlah 20 orang.

Observasi adalah penulis mengadakan tinjauan langsung pada objek yang diteliti guna mendapatkan gambaran yang real tentang proses pelaksanaan *Sand Drill*. Dokumentasi untuk memperoleh data, maka penulis menggunakan dokumentasi penting seperti catatan, atau hal-hal lain yang dapat dijadikan sumber data. Yang menjadi bahan dokumentasi adalah kegiatan para pemain *futsal club* Lewotana dalam melaksanakan *Sand Drill*.

Setelah Pengumpulan data selesai selanjutnya penulis menganalisis data dengan statistik yang menggunakan rumus *t-test*. Rumus *t-test* sampel sejenis yang digunakan dalam penelitian ini menurut maksum (2012 : 95) adalah sebagai berikut :

$$t = \frac{\sum D}{\sqrt{N \cdot \sum D^2 - (\sum D)^2} / (n - 1)}$$

Dimana :

D : Perbedaan setiap pasangan skor (*pretest-posttest*)

N : Jumlah Sampel

Instrumen penelitian adalah alat bantu yang digunakan oleh peneliti untuk mengumpulkan data penelitian. Adapun Instrumen Penelitian yang digunakan peneliti adalah :

Skor Penilaian

Tabel 1. Kategori Skor Kecepatan

Nilai	Kriteria Penilaian	Kecepatan Lari <i>Sprint</i>
5	Baik Sekali	≤ 21 Detik
4	Baik	≤ 26 Detik
3	Sedang	≤ 31 Detik
2	Kurang	≤ 36 Detik
1	Kurang Sekali	≤ 39 Detik

Sumber : Tony (2008 : 173)

Alat-alat yang digunakan dalam penelitian, antara lain :

1. Buku catatan

Tujuan dari buku catatan ini adalah peneliti menuliskan kecepatan lari yang dilakukan oleh semua para pemain tim *futsal club* Lewotana.

2. Paluit

Fungsi Paluit adalah sebagai isyarat/tanda untuk kita memulai atau mengetahui kapan kita harus memulai start atau berlari dengan cara meniupnya

3. *Stopwatch*

Fungsi *Stopwatch* adalah sebagai alat yang digunakan untuk mengukur lama / cepatnya waktu yang diperlukan dalam suatu kegiatan, misalnya berapa lama

seorang pelari mencapai jarak 100 meter, atau berapa lama seorang pelari mencapai jarak 1 km, dan sebagainya

4. Alat Rekam/dokumentasi

Tujuan alat rekam / dokumentasi yang digunakan peneliti adalah melakukan video atau memotret Pelaksanaan *sand Drill* yang dilakukan oleh para pemain tim Futsal Club Lewotana.

a. Tes Awal (*Pretest*)

Pemain melakukan tes awal yaitu melakukan lari *sprint* bolak-balik dengan kemampuan masing-masing yang dimiliki para pemain futsal *club* lewotana. Dalam tes tersebut para pemain diharapkan melakukan pemanasan terlebih dahulu sebelum melakukan tes. Sebaliknya para pemain melakukan pendinginan (*cooling down*) sesudah melakukan tes.

1. *Testee* (Responden) berdiri pada garis yang telah ditentukan oleh pelatih.
2. Pelatih memberikan aba-aba untuk melakukan *sprint* kepada *testee* dengan menggunakan *Feluit*.
3. *Testee* mulai melakukan *sprint* dengan jarak yang telah ditentukan yakni 100 meter dengan berlari yang dilakukan berulang kali sebanyak dua kali di arah yang sama.
4. Pelatih memberikan nilai/*scor* kepada pemain yang telah melakukan lari *sprint*.

DISKUSI

Berdasarkan hasil penelitian yang dilakukan pada para pemain futsal tim Lewotana dengan jumlah sampel sebanyak 20 orang yang bertempat di lokasi pantai Namosain – Kupang. Data yang dianalisis dalam penelitian ini adalah data sampel yang telah melakukan tes kekuatan otot lengan dengan menggunakan dua perlakuan, yaitu : *pretest* mengambil keakuratan lari tanpa adanya perlakuan dan juga *posttest* mengambil kakuratan lari dengan menggunakan perlakuan dengan cara berlari sesuai dengan waktu yang telah ditentukan oleh peneliti.

Adapun langkah-langkah pengujian hipotesis adalah:

- 1) Merumuskan Hipotesis Nihil (H_0)
 - 2) Menyusun Tabel Kerja
 - 3) Mendistribusikan data ke dalam rumus
 - 4) Menguji Nilai “t”
 - 5) Menarik Interpretasi Dari data *Posttest*
-
1. Merumuskan Hipotesis Nihil (H_0)
Hipotesis alternatif (H_a) yang berbunyi: “Ada Pengaruh Sand Drill Sprint Terhadap Peningkatan Kecepatan Lari Sprint Pemain Futsal Di Club Lewotana Kota Kupang. Maka harus diubah dahulu ke dalam hipotesis nihil (H_0) sesuai dengan pendapat yang menyatakan bahwa “Apabila Hipotesis yang dimiliki berbentuk hipotesis kerja, maka hipotesis tersebut harus diubah lebih dahulu menjadi hipotesis nihil, (H_0)” (Netra, 1974: 30). Sehingga hipotesis kerja yang diajukan berubah menjadi hipotesis nihil yang berbunyi: “Tidak Pengaruh *Sand Drill Sprint* Terhadap Peningkatan Kecepatan Lari Sprint Pemain Futsal Di Club Lewotana Kota Kupang”.
 2. Mendistribusikan Ke dalam Rumus \
- Langkah terakhir dalam menghitung data-data dengan statistik adalah dengan menghitung nilai perbandingan antara tes awal (pre-test) dan tes akhir (*post-test*) dengan menggunakan rumus t-test. Dan untuk itu menurut Hulfian (2014: 54)

Rumus t-test yang telah dipakai untuk menghitung nilai-nilai perbandingan sampel-sampel terkecil di pakai rumus t-test sebagai berikut:

$$t \text{ hitung} = \frac{\sum D}{\sqrt{\frac{(N\sum D^2) - (\sum D)^2}{N-1}}}$$

Ket :

D = Perbedaan pasangan setiap skor (postes-pretest)

N = Jumlah sampel

$$\begin{aligned} t \text{ hitung} &= \frac{\sum D}{\sqrt{\frac{(N\sum D^2) - (\sum D)^2}{N-1}}} \\ &= \frac{31}{\sqrt{\frac{(20 \times 53) - (31)^2}{20-1}}} \\ &= \frac{31}{\sqrt{\frac{1060 - 961}{19}}} \\ &= \frac{31}{\sqrt{\frac{99}{19}}} \\ &= \frac{31}{\sqrt{5,210}} \\ &= \frac{31}{2,282} = 13,58 \end{aligned}$$

1. Menguji Nilai “t”

Setelah mendapatkan nilai t-hitung, dimana diperoleh nilai sebesar 6,237 kemudian mencari nilai t-tabel dengan (df) $N - 1 = 20 - 1 = 19$ pada taraf signifikansi 5%, maka t-tabel menunjukkan angka 1,729. Dari hasil ini berarti bahwa t-hitung > t-tabel, yaitu ($13,58 > 1,729$) atau dengan kata lain t-hitung yang diperoleh lebih besar dari angka batas. Penolakan hipotesis nihil (H_0) yang tercantum dalam tabel nilai “t” Berdasarkan kenyataan di atas yaitu t-hitung lebih besar dari t-tabel, dengan demikian nilai t-hitung yang diperoleh dalam penelitian ini adalah signifikan.

2. Menarik Interpretasi

Berdasarkan pengujian nilai t-hitung dan nilai t-tabel maka dapat ditarik interpretasi bahwa hipotesis nihil (H_0) yang berbunyi “ Tidak ada Pengaruh *Sand Drill Sprint* Terhadap Peningkatan Kecepatan Lari Sprint Pemain Futsal Di Club Lewotamah Kota Kupang “Ditolak”. Dengan ditolaknya hipotesis nihil (H_0) berarti hipotesis kerja (H_a) yang berbunyi: “Pengaruh *Sand Drill Sprint* Terhadap Peningkatan Kecepatan Lari Sprint Pemain Futsal Di Club Lewotamah Kota Kupang “**Diterima**”.

Dari hasil analisis data yang berupa signifikan, diperoleh kesimpulan bahwa: “ada Pengaruh *Sand Drill Sprint* Terhadap Peningkatan Kecepatan Lari Sprint Pemain Futsal Di Club Lewotamah Kota Kupang. Dari hasil analisis data ternyata hasil latihan *sand drill sprint* yang teratur mengalami peningkatan. Jadi hasil kemampuan lari sprint dengan pemberian latihan *sand drill sprint* lebih besar dari pada sebelum diberi latihan.

Berdasarkan hasil observasi di lapangan, dalam latihan permainan futsal dalam hal ini peneliti yaitu kegiatan pemanasan yang diberikan pada pemain, pemanasan yang kurang mengarah pada adaptasi gerak yang tidak sesuai pada pemain. Sedangkan kecepatan pada pemain kurang, latihan sand drill sprint diberikan tanpa melihat kecepatan lari, Kecepatan sand drill sprint dengan latihan atau pemanasan yang menghasilkan kekuatan tidak dilakukan akibatnya kemampuan kecepatan lari tidak memuaskan.

Berdasarkan uraian di atas, diketahui bahwa dari tes sand drill sprint yang diteliti melalui kegiatan setelah pemberian perlakuan lari sprint tidak memberikan dampak positif atau signifikan terhadap kecepatan lari sprint pada pemain Lewotengah di kota Kupang, dimana melalui latihan sand drill sprint tidak berpengaruh pada pemain. Hal ini dibuktikan dengan hasil penelitian yang telah dilakukan dan dianalisis melalui uji t dengan hasil t hitung = 13,58 lebih besar dari t tabel = 1,729, sehingga sangat signifikan.

Dengan demikian maka, tidak ada pengaruh latihan sand drill sprint terhadap kecepatan lari sprint dengan metode sand drill sprint yang dilalukan berulang dapat meningkatkan kecepatan lari sprint dengan jumlah kecepatan lari pada pemain Lewotengah di kota Kupang. Karena terjadi peningkatan kecepatan lari setelah diadakan latihan selama 2 bulan sebesar 4,761%. Tetapi peningkatan itu tidak signifikan terhadap kecepatan sand drill sprint. Mungkin perlakuan ini cocok untuk mengukur kecepatan lari sehingga dianjurkan untuk meneliti kekuatan otot dengan kecepatan lari sprint pada permainan futsal.

KESIMPULAN

Berdasarkan hasil analisis data dengan menggunakan rumus *t-test* diperoleh t-hitung 13,58 dan t-tabel pada taraf signifikan 5 % adalah sebesar 2,060 berarti t-hitung lebih besar dari t-tabel ($13,58 > 1,729$). Dengan demikian Hipotesis Nihil (H_0) ditolak, dan hipotesis alternatif (H_a) yang berbunyi “Ada Pengaruh *Sand Drill Sprint* Terhadap Peningkatan Kecepatan Lari Sprint Pemain Futsal Di Club Lewotengah Kota Kupang **diterima**.”

Setelah penulis menarik kesimpulan yang berkaitan dengan permasalahan tentang “Pengaruh Sand Drill Sprint Terhadap Peningkatan Kecepatan Lari Sprint Pemain Futsal di Club Lewotengah di Kota Kupang” maka penulis menyampaikan beberapa saran yang perlu diperhatikan bagi para pelatih dalam meningkatkan prestasi futsal yaitu :

1. Pelatih

Hasil penelitian ini dapat dijadikan sebagai tolak ukur dalam menyusun suatu program latihan khususnya tentang materi untuk meningkatkan kecepatan sand drill sprint dalam kecepatan lari sprint pada permainan futsal.

2. Bagi para pemain

Disarankan kepada para pemain agar bisa menggunakan program seperti yang sudah dilatih atau diterapkan oleh para peneliti atau pelatih agar tujuan latihan dapat tercapai secara efektif dan efisien.

3. Bagi Peneliti atau calon peneliti

Setelah diketahui hasil penelitian ini, maka peneliti atau calon peneliti harus mengukur kecepatan sand drill sprint dalam kecepatan lari sprint.

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BIODATA

¹**Veramyta Maria Martha Flora Babang** adalah Dosen pada Progam Studi PENJASKESREK UNDANA yang berkonsentrasi pada Bidang Ilmu Metode Belajar Gerak. florababang@ymail.com

²**Muhamad Syahril KT** adalah Mahasiswa Program Studi PENJASKESREK UNDANA dan juga merupakan atlet Olahraga Futsal. muhamaddkt@yahoo.com

PUBLIC ADMINISTRATION

E-GOVERNMENT DALAM PELAYANAN PUBLIK DI DAERAH TERPENCIL : STUDI TENTANG APLIKASI E-REKON LK DI PULAU PANTAR

Yulius Soleman Ferdinan Padama
Universitas Nusa Cendana
E-mail : aphepadama@gmail.com

ABSTRAK

Tujuan dari penelitian ini adalah ingin mengetahui penerapan e-government di daerah terpencil. Pelayanan publik merupakan aspek yang sangat penting dalam mewujudkan *good government*. Salah satu Indikator *good government* adalah pemerintah mampu memberikan pelayanan publik yang berkualitas kepada masyarakat. Cara untuk mewujudkan pelayanan publik yang berkualitas antara lain dengan memanfaatkan teknologi informasi berbasis internet dalam konsep *e-government*. *E-government* bertujuan untuk memberikan pelayanan publik yang berkualitas dan dapat dinikmati oleh seluruh masyarakat termasuk yang berada di daerah terpencil. Aplikasi E-Rekon LK merupakan contoh penerapan *e-government* yang digunakan untuk melakukan rekonsiliasi data laporan keuangan bagi *stakeholder* di daerah terpencil seperti di Pulau Pantar Kabupaten Alor Provinsi Nusa Tenggara Timur Indonesia. Metode kualitatif digunakan untuk menggali secara mendalam informasi dan data di lapangan. Masalah-masalah seperti buruknya koneksi internet, buruknya kualitas perangkat komputer, maupun keterbatasan anggaran menjadi kendala utama. Sebaliknya, yang menyebabkan penerapan *e-government* di daerah terpencil dapat tetap berjalan efektif yaitu dedikasi dan tanggung jawab *stakeholder* sebagai manusia Y menurut Douglas McGregor. Untuk itu perlu dukungan pemerintah dalam peningkatan kualitas koneksi internet dan perangkat komputer serta pemberian penghargaan kepada *stakeholder* di daerah terpencil.

Kata Kunci : *E-Government, Pelayanan Publik, Rekonsiliasi Laporan Keuangan, Aplikasi E-Rekon LK, Daerah Terpencil*

PENDAHULUAN

Perkembangan teknologi informasi dan komunikasi yang sangat pesat telah membawa dunia kepada era baru yang disebut revolusi industri 4.0. Hal ini ditandai dengan semakin maraknya penggunaan internet dalam setiap bidang kehidupan. Teknologi informasi kemudian memberikan begitu banyak kemudahan dalam memperoleh informasi. Di Indonesia pertumbuhan internet merambah ke berbagai sektor antara lain social media, industri perdagangan dan pemerintahan. Menurut data yang dirilis Kementerian Komunikasi dan Informatika Republik Indonesia, pada tahun 2018 jumlah pengguna aktif internet di Indonesia mencapai 123 juta, yang menjadikan Indonesia menempati peringkat lima negara pengguna internet terbesar di dunia. Keberhasilan Indonesia masuk dalam lima negara pengguna internet terbesar di dunia tidak lepas dari peran pemerintah yang gencar dalam menyiapkan infrastruktur dalam rangka akses penggunaan internet sampai ke kampung-kampung.

Daftar 5 Negara Pengguna Internet Terbesar DI Dunia (dalam juta)

No	Negara	2018
1	Cina	777.0
2	India	346.3
3	USA	274.1
4	Brazil	125.9
5	Indonesia	113.0
Sumber		:
		https://kominfo.go.id/content/detail/4286/pengguna-internet-indonesia-nomor-enam-dunia/0/sorotan_media

Di bidang pemerintahan, pemerintah Indonesia terus berinovasi memanfaatkan teknologi informasi dalam penyelenggaraan negara dan pemerintahan yang dikenal dengan istilah *e-government*. *E-government* merupakan penyelenggaraan pemerintahan dengan menggunakan teknologi informasi yang berbasis komputer dan internet. Salah satu bidang yang menjadi fokus pemerintah dalam penerapan *e-government* adalah pelayanan publik.

Dalam UU nomot 25 tahun 2009 tentang Pelayanan Publik, dikatakan bahwa untuk mewujudkan sebuah pemerintahan yang baik (*good governance*), pemerintah wajib memenuhi kebutuhan setiap warga negara melalui pelayanan publik yang berkualitas (Hayat,2017). Pelayanan publik dapat dikatakan berkualitas apabila dicapai apa yang disebut kepuasan pelanggan (Hayat,2017). Salah satu alat yang dapat digunakan untuk mewujudkan kepuasan pelanggan adalah dengan *e-government*. Melalui *e-government* pelayanan publik dapat dirasakan oleh semua lapisan masyarakat termasuk yang berada di daerah-daerah terpencil. Masalah-masalah pelayanan publik seperti transparansi, akuntabilitas, cepat, murah atau bahkan tanpa biaya dapat teratasi atau diminimalisir.

E-Rekon LK merupakan sebuah aplikasi berbasis internet yang digunakan oleh *stakeholders* untuk melakukan rekonsiliasi data lamporan keuangan instansi pemerintah yang bersumber dari Anggaran Pendapatan dan Belanja Negara (APBN) Indonesia. Sistem ini dibangun oleh Kementerian Keuangan Republik Indonesia dalam rangka menyamakan data (rekonsiliasi) antara satuan kerja yang menggunakan anggaran negara (*stakeholders*) dengan Kementerian Keuangan selaku Bendahara Umum Negara (BUN), sebelum penyusunan laporan keuangan. Hal ini bertujuan agar terjadi keseragaman data laporan keuangan dari tingkat bawah sampai atas. Aplikasi E-Rekon LK dioperasikan oleh Kantor Pelayanan Perbendaharaan Negara (KPPN) sebagai Kuasa Bendahara Umum Negara dan satuan kerja pengguna APBN. KPPN Kupang merupakan salah satu instansi vertikal Direktorat Jenderal Perbendaharaan Kementerian Keuangan Republik Indonesia yang bertugas menjalankan aplikasi E-Rekon LK. Pada tahun 2018 KPPN Kupang melayani 321 *stakeholders* dalam melakukan rekonsiliasi data laporan keuangan melalui aplikasi E-Rekon LK setiap bulannya. Dari sejumlah *stakeholders* yang dilayani terdapat 3 *stakeholders* yang berada di daerah terpencil yaitu di Pulau Pantar Kabupaten Alor Provinsi Nusa Tenggara Timur Indonesia. Ketiga *stakeholders* tersebut adalah MTSN 3 Alor, MTSN 2 Alor dan Kantor Pelabuhan Baranusa. Sebelum adanya aplikasi E-Rekon LK, ketiga satuan kerja ini harus mendatangi KPPN Kupang untuk melakukan rekonsiliasi setiap bulan, menghabiskan banyak biaya dan waktu. Melalui aplikasi E-Rekon LK, satuan kerja hanya perlu terkoneksi dengan internet untuk melakukan rekonsiliasi.

Seperti telah disampaikan sebelumnya bahwa penelitian ini dilakukan untuk menganalisa implementasi Aplikasi E-Rekon LK yang merupakan penerapan *e-government* dalam pelayanan publik khususnya di daerah terpencil, untuk mengetahui aspek-aspek apa saja yang mendukung dan menghambat implementasi tersebut. Rumusan masalah dibuat dalam bentuk pertanyaan sebagai berikut :

1. Bagaimana implementasi aplikasi E-Rekon LK (*e-government*) di daerah terpencil?
2. Aspek-aspek apa yang mendukung dan menghambat implementasi aplikasi E-Rekon LK di daerah terpencil?

E-Government

E-government berasal dari bahasa Inggris yang merupakan singkatan dari dua buah kata yaitu *electronic government* yang berarti pemerintah elektronik. Menurut *World Bank Group*, *e-government* merupakan penggunaan teknologi informasi oleh pemerintah seperti *wide area networks*, *internet*, dan *computer mobile* yang mempunyai kemampuan mentransformasikan hubungan dengan rakyat, kelompok bisnis, aparatur pemerintah (Sari dan Winarno, 2012). Clay G. Wescott (Pejabat Senior Asian Development Bank), mendefinisikan *e-government* sebagai Penggunaan ICT untuk mempromosikan pemerintahan yang lebih efisien dan penekanan biaya yang efektif, kemudahan fasilitas layanan pemerintah serta memberikan akses informasi terhadap masyarakat umum, dan membuat pemerintahan lebih bertanggung jawab kepada masyarakat (Sari dan Winarno, 2012). Menurut Kementerian Komunikasi dan Informasi Republik Indonesia, *e-government* adalah penyelenggaraan pemerintahan yang mampu mendorong dan memfasilitasi hubungan yang saling mendukung, selaras dan adil antara masyarakat, dunia usaha dan pemerintah, dengan memanfaatkan teknologi informasi, telekomunikasi dan web/internet (Sari dan Winarno, 2012).

Tujuan E-Government

Adapun tujuan *e-government* menurut Inpres No.3 Tahun 2003 adalah :

1. Pembentukan jaringan informasi dan transaksi pelayanan publik yang memiliki kualitas dan lingkup yang dapat memuaskan masyarakat luas serta dapat terjangkau di seluruh wilayah Indonesia pada setiap saat, tanpa dibatasi oleh sekat waktu dan dengan biaya yang terjangkau.
2. Pembentukan hubungan interaktif dengan dunia usaha untuk meningkatkan perkembangan perekonomian nasional dan memperkuat kemampuan menghadapi perubahan dan persaingan perdagangan internasional.
3. Pembentukan mekanisme dan saluran komunikasi dengan lembaga-lembaga negara serta penyediaan fasilitas dialog publik bagi masyarakat agar dapat berpartisipasi dalam perumusan kebijakan negara.
4. Pembentukan sistem manajemen dan proses kerja yang transparan dan efisien serta memperlancar transaksi dan layanan antar lembaga pemerintah dan pemerintah daerah otonom.

Aplikasi Elektronik Rekonsiliasi Laporan Keuangan (E-Rekon-LK)

Menurut Peraturan Menteri Keuangan Nomor 05 Tahun 2016 tentang Perubahan Atas Peraturan Menteri Keuangan, E-Rekon-LK adalah aplikasi berbasis web yang dikembangkan dalam rangka proses rekonsiliasi data transaksi keuangan dan penyusunan Laporan Keuangan Kementerian Negara/Lembaga tahun 2016. Aplikasi E-Rekon LK dapat diakses melalui website <http://e-rekon-lk.djpbk.kemenkeu.go.id/login>. Adapun tujuan Aplikasi E-Rekon LK adalah sebagai berikut :

1. Proses rekonsiliasi menjadi lebih mudah karena dapat dilakukan oleh satker secara mandiri dari lokasi mana saja, tidak perlu datang ke Kantor Pelayanan Perbendaharaan Negara.
2. Terbentuk single database yang berisi data seluruh satker di seluruh kementerian lembaga sehingga sangat membantu kementerian dan lembaga dalam menyusun/mengkompilasi laporan keuangan.
3. Data yang dikirim oleh Unit Akuntansi Kuasa Pengguna Anggaran (UAKPA) ke Kantor Pelayanan Perbendaharaan Negara (KPPN) sama dengan data yang dikonsolidasi oleh Unit Akuntansi Pembantu Pengguna Anggaran Wilayah (UAPPA-W), Unit Akuntansi Pembantu Pengguna Anggaran Eselon 1 (UAPPA-E1), dan Unit Akuntansi Pembantu Pengguna Anggaran (UAPPA) untuk menyusun laporan keuangan.
4. Menciptakan keseragaman laporan di tiap level unit akuntansi dan mempercepat penyusunan Laporan Keuangan Kementerian/Lembaga. Dengan adanya e-Rekon-LK tentunya mengakibatkan tidak diperlukannya lagi rekonsiliasi tingkat atas dan Aplikasi Sistem Akuntansi Instansi Basis Akrual (SAIBA) tingkat atas, SAIBA adalah aplikasi yang digunakan satuan kerja

METODE PENELITIAN

Penelitian ini menggunakan penelitian deskriptif kualitatif. Metode ini digunakan karena peneliti ingin menganalisis penggunaan aplikasi E-Rekon LK untuk mengetahui aspek-aspek pendukung dan penghambat implementasi *e-government* di daerah terpencil. Teknik pengumpulan data menggunakan wawancara mendalam.

PEMBAHASAN

Kantor Pelayanan Perbendaharaan Negara Kupang

KPPN Kupang adalah instansi vertikal Direktorat Jenderal Perbendaharaan Kementerian Keuangan Republik Indonesia yang menjalankan tugas sebagai bendahara umum negara (BUN). Sebagai BUN KPPN menjalankan fungsi antara lain pencairan dana APBN, penatausahaan penerimaan negara, rekonsiliasi dan pelaporan keuangan serta *customer service*. Secara singkat dapat dijelaskan pelayanan publik yang diberikan KPPN terkait dengan pelayanan perbendaharaan.

KPPN Kupang terletak di Kota Kupang Provinsi Nusa Tenggara Timur. Wilayah pelayanan KPPN Kupang meliputi 1 daerah Provinsi NTT (administratif), 1 daerah Kota Kupang, dan 5 wilayah kabupaten (Alor, TTS, Sabu, dan Rote). Tiga daerah yaitu Kabupaten Alor, Kabupaten Sabu Raijua dan Kabupaten Rote merupakan daerah yang berada di pulau. Alor merupakan kabupaten yang memiliki beberapa pulau kecil. Sebanyak tiga *stakeholders* KPPN Kupang berada di pulau Pantar yang merupakan bagian dari Kabupaten Alor, sehingga dapat dikatakan ketiga *stakeholder* KPPN Kupang tersebut berada di daerah terpencil.

Salah satu tugas KPPN Kupang adalah melakukan rekonsiliasi laporan keuangan dengan satuan kerja (*stakeholder*) dalam rangka penyusunan laporan keuangan. Untuk itu sejak tahun 2016 KPPN Kupang telah menjalankan Aplikasi E-Rekon LK untuk melakukan rekonsiliasi laporan keuangan dengan seluruh *stakeholder* termasuk yang berada di daerah terpencil.

Proses Rekonsiliasi Laporan Keuangan

Rekonsiliasi laporan keuangan adalah sebuah proses yang harus dilalui satuan kerja pengguna APBN sebelum menyusun laporan keuangan sebagai bentuk pertanggungjawaban atas anggaran yang digunakan. Proses rekonsiliasi dilakukan antara KPPN sebagai BUN dengan

Satuan Kerja sebagai pengguna anggaran dalam rangka menyamakan data laporan keuangan. Rekonsiliasi dilakukan setiap bulan pada awal bulan berikutnya untuk periode pelaporan bulan sebelumnya. Pelaksanaan rekonsiliasi diatur dengan peraturan tertentu yang dikeluarkan setiap bulan atau beberapa bulan sekali, untuk mengatur waktu kapan satuan kerja dapat melakukan rekonsiliasi. Rekonsiliasi dilakukan melalui aplikasi E-Rekon LK. Hasil dari rekonsiliasi adalah Berita Acara Rekonsiliasi yang ditandatangani oleh pihak KPPN dan pihak satuan kerja melalui tanda tangan elektronik. Satuan kerja yang tidak melakukan rekonsiliasi akan dikenakan sanksi administrative yaitu pemblokiran pencairan anggaran tertentu.

Aplikasi E-Rekon LK

Aplikasi E-rekon LK merupakan aplikasi yang dibangun oleh Direktorat Jenderal Perbendaharaan Kementerian Keuangan Republik Indonesia untuk melakukan rekonsiliasi data laporan keuangan dengan satuan kerja yang merupakan pengguna APBN, dalam rangka penyusunan laporan keuangan. Aplikasi E-Rekon LK merupakan aplikasi berbasis internet yang dapat diakses kapanpun dan dimanapun, selama pengguna aplikasi terkoneksi dengan internet. Aplikasi ini dirancang dengan sebuah menu utama yang digunakan untuk melakukan *upload* data laporan keuangan satuan kerja, selanjutnya aplikasi akan melakukan rekonsiliasi otomatis secara elektronik dan hasil rekonsiliasi akan diperoleh beberapa saat kemudian. Selanjutnya satuan kerja dan KPPN dapat mengetahui hasil rekonsiliasi dengan mengunduh pada aplikasi e rekon LK.

Manfaat Aplikasi E-Rekon LK

Aplikasi E-Rekon LK dibangun dengan tujuan mempercepat dan mempermudah proses rekonsiliasi antara satuan kerja dengan KPPN. Selain itu aplikasi E-Rekon LK juga secara efektif menekan biaya rekonsiliasi yang disebabkan oleh kewajiban satuan kerja mendatangi KPPN setiap kali melakukan rekonsiliasi. Melalui aplikasi E-Rekon LK, tidak ada lagi biaya yang ditimbulkan dari proses rekonsiliasi laporan keuangan. Melalui aplikasi E-Rekon LK satker dengan mudah dapat melakukan rekonsiliasi hanya dengan melakukan *upload* data laporan kedalam aplikasi E-Rekon LK. Untuk satuan kerja di daerah terpencil, hal ini sangat dirasakan manfaatnya. Pelaksanaan *e-government* melalui aplikasi E-Rekon LK sangat efektif di daerah terpencil dibuktikan dengan kepatuhan satuan kerja dalam melakukan rekonsiliasi. Pada aplikasi E-Rekon LK dikenal adanya fasilitas tanda tangan elektronik. Melalui tanda tangan elektronik, satuan kerja di daerah terpencil tidak perlu mendatangi KPPN untuk meminta tanda tangan pejabat yang berwenang pada berita acara rekonsiliasi. Penandatanganan berita acara rekonsiliasi dapat dilakukan melalui aplikasi E-Rekon LK.

Aspek Penghambat E-Rekon LK Di Daerah Terpencil

Adapun aspek-aspek yang menghambat implementasi aplikasi E-Rekon LK di daerah terpencil seperti di Pulau Pantar Alor adalah :

1. Koneksi internet yang buruk

Pelaksanaan *e-government* sangat tergantung dari kualitas koneksi internet karena semua penyelenggaraan pemerintahan menggunakan internet sebagai penyambung kepentingan antara masyarakat dan pemerintah. Ketiga satuan kerja yang menjadi obyek penelitian ini mengalami hal yang sama. Koneksi internet yang buruk bahkan menjadi kendala utama dalam implementasi aplikasi E-Rekon LK.

2. Kualitas perangkat komputer yang buruk

Hambatan lainnya adalah terkait perangkat yang digunakan seperti komputer atau laptop yang buruk. Tidak tersedianya perangkat yang baik untuk mendukung pelaksanaan *e-*

government menyebabkan kendala terjadi pada tingkatan teknis pelaksanaan. Perangkat komputer sering mengalami kerusakan sehingga tidak dapat digunakan.

3. Keterbatasan Anggaran

Hambatan berikutnya adalah keterbatasan anggaran baik untuk internet maupun untuk pengadaan perangkat komputer. Keterbatasan anggaran untuk akses internet menyebabkan internet tidak dapat diakses dengan leluasa. Kendala terjadi pada saat akses internet dibatasi untuk menyesuaikan dengan alokasi anggaran yang tersedia. Hal ini menyebabkan para operator satuan kerja yang melaksanakan rekonsiliasi melalui aplikasi E-Rekon LK sering menggunakan uang pribadi untuk membayar akses internet.

Aspek Pendukung E-Rekon LK Di Daerah terpencil

Dari hasil penelitian ditemukan aspek sebuah yang sangat berpengaruh dalam rangka mendukung suksesnya implementasi aplikasi E-Rekon LK di daerah terpencil seperti di Pulau Pantar Kabupaten Alor. Aspek tersebut adalah Sumber Daya Manusia (SDM). Seperti telah dijelaskan sebelumnya bahwa pelaksanaan *e-government* di daerah terpencil dihambat oleh beberapa hal antara lain koneksi internet, kualitas perangkat komputer, anggaran. Namun demikian fakta di lapangan didapati bahwa sejak tahun 2017, tidak ada satuan kerja dari tiga satuan kerja yang berada di Pulau Pantar mengabaikan kewajiban rekonsiliasinya dan memperoleh sanksi administratif dari KPPN Kupang. Hal ini berarti bahwa pelaksanaan *e-government* di pulau pantar dapat dikatakan berjalan dengan baik meskipun ditemukan adanya kendala-kendala yang telah disebutkan tadi.

Douglas McGregor dalam teori X dan Y mengatakan bahwa terdapat dua tipe manusia yaitu:

1. Manusia X yaitu manusia yang tidak memiliki motivasi untuk bekerja sehingga harus digunakan manajemen yang otoriter untuk memaksa bekerja
2. Manusia Y yaitu manusia yang memiliki motivasi kerja, bertanggung jawab, menganggap kerja sebagai kesenangan. Manusia Y akan bekerja tanpa perlu diperintah, bahkan akan berusaha menyelesaikan tugasnya walaupun mengorbankan milik pribadinya

Fakta dimana operator rekonsiliasi satuan kerja mengorbankan finansial untuk mengakses internet menggambarkan manusia Y di daerah terpencil. Dalam kasus yang lain dimana kondisi koneksi internet di daerah mereka buruk, mereka berusaha terhubung dengan internet dengan cara mengelilingi pulau pantar untuk mencari daerah yang dapat terkoneksi dengan internet.

KESIMPULAN

Kesimpulan

Berdasarkan hasil penelitian dan pembahasan yang dilakukan dalam menganalisis implementasi aplikasi E-Rekon sebagai penerapan *e-government* di daerah terpencil, maka dapat ditarik kesimpulan sebagai berikut ;

1. Aplikasi E-Rekon LK yang merupakan penerapan *e-government* memberi manfaat yang sangat besar bagi satuan kerja (*stakeholder*) di daerah terpencil
2. Aplikasi E-Rekon LK dapat menekan pengeluaran anggaran dalam pelayanan publik secara efektif.
3. Aplikasi E-Rekon LK memberi kemudahan kepada *stakeholder* dalam menikmati pelayanan publik
4. Aplikasi E-Rekon LK memberikan kepastian layanan rekonsiliasi karena akses informasi terkait rekonsiliasi dapat diperoleh dengan mudah.
5. Aspek penghambat implementasi *e-government* di daerah terpencil adalah koneksi internet yang buruk, perangkat komputer yang buruk dan keterbatasan anggaran.

6. Aspek pendukung *e-government* di daerah terpencil adalah sumber daya manusia yang merupakan manusia Y menurut Dogras McGregor yaitu manusia yang bertanggung jawab atas pekerjaannya.
7. Kesuksesan Pelaksanaan *e-government* di daerah terpencil tergantung pada kemauan pemerintah menyiapkan sarana prasarana pendukung serta kemauan *stakeholder* untuk berusaha melawan hambatan-hambatan yang ada.

Saran

Berdasarkan hasil penelitian dan pembahasan yang dilakukan dalam menganalisis implementasi aplikasi E-Rekon sebagai penerapan *e-government* di daerah terpencil, maka penulis mengharapkan :

1. Penerapan *e-government* dalam angka pelayanan publik di daerah terpencil perlu didukung dengan peningkatan kualitas fasilitas internet khususnya di daerah terpencil
2. Perlu adanya peningkatan kapasitas perangkat komputer atau laptop dalam mendukung *e-vgovernment*
3. Petugas petugas yang berkorban demi tercapainya pelayanan publik perlu diberikan penghargaan yang setimpal sebagai motivasi

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BIODATA

Yulius S. F. Padama adalah seorang mahasiswa semester 3 program studi magister ilmu administrasi public pada Universitas Nusa Cendara Kupang yang juga merupakan ASN pada KPPN Kupang. Lahir di kota Kalabahi 1 Juli 1985, penulis telah bertugas di berbagai tempat di Indonesia diantaranya ruteng (200-2008), kupang (2008-2010), Bima (2010-2011), manokwari (2011-2014). Memiliki hobi olah raga dan music.

**IDENTIFIKASI KETERPENUHAN PERSYARATAN-PERSYARATAN
UNTUK PERUBAHAN STATUS DESA MENJADI DESA ADAT
(STUDI KASUS DI DESA KENOTAN KECAMATAN ADONARA TENGAH
KABUPATEN FLORES TIMUR**

Elisabeth Date Masan Welin¹⁾, Ajis S. Adang Djaha²⁾, Primus Lake³⁾

Jurusan Ilmu Administrasi Negara

Fakultas Ilmu Sosial Dan Ilmu Politik, Universitas Nusa Cendana

e-mail : welin.elisabeth17@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi Keterpenuhan Persyaratan-Persyaratan Untuk Perubahan Status Desa Menjadi Desa Adat di Desa Kenotan Kecamatan Adonara Tengah Kabupaten Flores Timur dari indikator : Kesatuan Masyarakat Hukum Adat, Solidaritas Masyarakat Adat, Pranata Pemerintahan Adat, Harta Kekayaan atau Benda Adat, Perangkat Norma Hukum Adat.

Penelitian ini menggunakan jenis penelitian kualitatif dengan pendekatan studi kasus. Informan berjumlah 11 orang. Sumber data yang diperoleh adalah data primer dan data sekunder. Teknik pengumpulan data adalah observasi, wawancara, focus group discussion (FGD), review dokumen. Teknik analisis data yang digunakan dalam penelitian ini adalah deskriptif kualitatif.

Hasil penelitian ini menunjukkan bahwa: “Identifikasi Keterpenuhan Persyaratan-Persyaratan Untuk Perubahan Status Desa Menjadi Desa Adat” (Studi Kasus Di Desa Kenotan Kecamatan Adonara Tengah Kabupaten Flores Timur) adalah **pertama** Kesatuan Masyarakat Hukum Adat masih kuat dikarenakan kepemilikan tanah ulayat yang jelas oleh kesepuluh suku dengan batas-batas tanah ulayatnya, kejelasan sanksi adat terhadap penggunaan tanah ulayat yang diikuti dengan tingkat kepatuhan oleh masyarakat adat desa Kenotan. **Kedua** Solidaritas Masyarakat Adat masih cukup kuat nampak dari berbagai macam ritual adat yang masih dijalankan oleh masyarakat, serta keterlibatan masyarakat dalam memberikan bantuan kepada keluarga yang mengalami kekurangan pangan, peristiwa duka. **Ketiga** Pranata Pemerintahan Adat masih cukup kuat karena kejelasan struktur pemerintahan adat yang masih ada sampai sekarang dengan pembagian tugas dan fungsi dari masing-masing suku dijalani dengan baik dalam kehidupan sehari-hari ditengah masyarakat. Serta masyarakat mengetahui dengan baik tugas fungsionaris adat tersebut. **Keempat** Perangkat Norma Hukum Adat masih cukup kuat untuk mengatur kehidupan masyarakat seperti upacara adat, tutur adat, belis masih dijalankan dengan baik oleh masyarakat. Hanya saja sumpah adat yang mulai jarang dilakukan oleh masyarakat karena akibatnya adalah meninggal dunia. **Kelima** Harta Kekayaan atau Benda Adat masih terpelihara dengan baik dilihat dari rumah adat, tarian adat dan benda adat batu besar (*nuba*) dan *Eke Bleut* (tempat persembahan kepada nenek moyang yang terdapat pada masing-masing *Uma Lango*/rumah besar) dijaga dengan baik oleh masyarakat desa Kenotan.

Kata Kunci: *Kesatuan Masyarakat Hukum Adat, Solidaritas Masyarakat Adat, Pranata Pemerintahan Adat, Perangkat Norma Hukum Ada, Harta Kekayaan atau Benda Adat*

PENDAHULUAN

Di dalam Undang-Undang Dasar 1945 Pasal 18B (hasil amandemen kedua) mengamanatkan bahwa, “Negara mengakui dan menghormati kesatuan-kesatuan masyarakat hukum adat beserta hak-hak tradisionalnya sepanjang masih hidup dan sesuai dengan perkembangan masyarakat dan prinsip Negara Kesatuan Republik Indonesia yang diatur dalam undang-undang”. Undang-Undang Nomor 22 Tahun 1999 dan Undang-Undang Nomor 32 Tahun

2004 tentang Pemerintahan Daerah menekankan beberapa unsur penting ketika memberikan batasan tentang desa atau yang disebut dengan nama lain. Unsur-unsur dimaksud adalah 1) desa sebagai kesatuan masyarakat hukum, 2) memiliki kewenangan untuk mengatur dan mengurus kepentingan masyarakat setempat berdasarkan asal usul dan adat istiadat setempat, 3) kewenangan tersebut diakui dalam sistem pemerintahan nasional.

Didalam ketentuan Undang-Undang Nomor 32 Tahun 2004 dan Peraturan Pemerintah Nomor 72 Tahun 2005 desa diharapkan dapat mengatur dan mengurus kepentingan masyarakat setempat berdasarkan asal usul dan adat istiadat setempat yang diakui dan dihormati dalam sistem pemerintahan Negara Kesatuan Republik Indonesia. Selama lebih kurang 10 tahun undang-undang dan peraturan pemerintah ini berlaku, pemerintah desa dan pemerintah kabupaten nampaknya tetap memberlakukan struktur pemerintahan desa bentukan negara, disisi lain negara mengabaikan struktur pemerintahan lokal berdasarkan adat istiadat setempat dan hanya mengakomodirnya dalam lembaga-lembaga adat. Upaya mensinergikan kedua struktur pemerintahan bentukan negara dan struktur pemerintahan lokal berdasarkan adat istiadat setempat pada desa-desa tertentu cukup berhasil, tetapi pada desa-desa lain yang masih kuat struktur pemerintahan lokalnya cukup menimbulkan konflik yang berkepanjangan dan mengganggu penyelenggaraan pemerintahan dan pembangunan di desa.

Konflik berkepanjangan ini menjadi pertimbangan dalam pembentukan Undang-Undang Nomor 6 Tahun 2014 tentang Desa dengan memberi ruang kepada Pemerintah Kabupaten/Kota untuk menata kembali desa dan menetapkan dalam dua jenis yaitu “Desa” atau “Desa Adat” paling lama satu tahun setelah diundangkannya Undang-Undang Nomor 6 Tahun 2014. Undang-undang ini memerintahkan Pemerintah, Pemerintah Daerah Provinsi dan Pemerintah Daerah Kabupaten/Kota melakukan penataan kesatuan masyarakat hukum adat dan ditetapkan menjadi Desa Adat (Pasal 96). Untuk melaksanakan perintah undang-undang ini, perlu dilakukan pengkajian secara cermat terhadap desa yang sudah ada sekarang untuk ditetapkan menjadi desa adat dengan memperhatikan syarat yang ditetapkan dalam pasal 97 yaitu:

1. Kesatuan masyarakat hukum adat beserta hak tradisionalnya secara nyata masih hidup, baik yang bersifat teritorial, genealogis, maupun yang bersifat fungsional (ayat 1a). Kesatuan masyarakat hukum tersebut harus memiliki wilayah dan paling kurang memenuhi salah satu atau gabungan unsur adanya: (a) masyarakat yang warganya memiliki perasaan bersama dalam kelompok, (b) pranata pemerintahan adat, (c) harta kekayaan dan/atau benda adat dan (d) perangkat norma hukum adat (ayat 2).
2. Kesatuan masyarakat hukum adat beserta hak tradisionalnya dipandang sesuai dengan perkembangan masyarakat (ayat 1b) apabila: (a) keberadaannya telah diakui berdasarkan undang-undang yang berlaku sebagai pencerminan perkembangan nilai yang dianggap ideal dalam masyarakat dewasa ini, baik undang-undang yang bersifat umum maupun bersifat sektoral dan (b) substansi hak tradisional tersebut diakui dan dihormati oleh warga kesatuan masyarakat yang bersangkutan dan masyarakat yang lebih luas serta tidak bertentangan dengan hak asasi manusia (ayat 3).
3. Kesatuan masyarakat hukum adat beserta hak tradisionalnya sesuai dengan prinsip Negara Kesatuan Republik Indonesia (ayat 1c) tidak mengganggu keberadaan Negara Kesatuan Republik Indonesia sebagai sebuah kesatuan politik dan kesatuan hukum yang: (a) tidak mengancam kedaulatan dan integritas Negara Kesatuan Republik Indonesia dan (b) substansi norma hukum adatnya sesuai dan tidak bertentangan dengan ketentuan peraturan perundang-undangan (ayat 4).

Hasil kajian yang dilakukan secara cermat dapat membantu Pemerintah Daerah Kabupaten dalam melakukan penataan Desa Adat dan merubah status desa atau kelurahan yang ada sekarang menjadi Desa Adat. Perubahan status tersebut tentunya berdasarkan prakarsa masyarakat yang bersangkutan melalui musyawarah desa dan disetujui oleh Pemerintah Daerah Kabupaten/Kota.

Desa adat adalah sebuah kesatuan masyarakat hukum adat yang secara historis mempunyai batas wilayah dan identitas budaya yang terbentuk atas dasar teritorial yang berwenang mengatur dan mengurus kepentingan masyarakat desa berdasarkan hak asal usul. Pada dasarnya kesatuan masyarakat hukum adat terbentuk berdasarkan tiga prinsip dasar, yaitu genealogis, teritorial dan/atau gabungan genealogis dengan teritorial yang diatur dalam undang-undang ini adalah kesatuan masyarakat hukum adat yang merupakan gabungan antara genealogis dan teritorial. Dalam kaitan itu, negara mengakui dan menghormati kesatuan masyarakat hukum adat beserta hak tradisionalnya sepanjang masih hidup dan sesuai dengan perkembangan masyarakat dan prinsip Negara Kesatuan Republik Indonesia. Dalam penetapan desa adat terdapat 4 (empat) konsep yang menjadi persyaratan, yaitu perasaan bersama atau solidaritas masyarakat adat, pranata pemerintahan tradisional (adat), harta kekayaan atau benda adat dan norma-norma hukum adat yang dimiliki oleh kesatuan masyarakat hukum adat (Undang-Undang Nomor 6 Tahun 2014 Pasal 97 Ayat 1a dan Ayat 2).

Pada umumnya desa di Kabupaten Flores Timur masih memiliki adat istiadat yang kuat sejak nenek moyang dulu. Namun seiring dengan perkembangan zaman yang semakin modern, banyak norma budaya yang sudah tergilas oleh arus globalisasi seperti semakin surutnya kepatuhan terhadap orang tua, pergaulan bebas dan lain-lain.

Nama Adonara mempunyai dua pengertian. Adonara berasal dari kata “Ado” dan “Nara”. Ado ini mengingatkan orang Adonara akan pria pertama yang hidup di pulau itu yakni *Kelake Ado Pehan*. Sedangkan “Nara” artinya kampung, bangsa, kaum kerabat. Jadi Adonara artinta Ado punya kampung, Ado punya suku bangsa, Ado punya keturunan dan kaum kerabat.

Desa Kenotan merupakan satu desa dari 12 desa yang ada di Kecamatan Adonara Tengah Kabupaten Flores Timur. Kenotan menurut cerita yang diceritakan secara turun temurun dari generasi ke generasi adalah pertama *rae ile lodo hau* (mereka turun dari gunung), ketika mereka turun dari gunung tersebut mereka melihat ada asap api, merekapun segera menuju ke sumber asap tersebut dan disitulah mereka memulai bertani dan bercocok tanam untuk kelangsungan hidup mereka. Adapun orang yang pertama kali mendiami tempat tersebut yaitu bernama *ongo* (kakek) Gowin Bala. Namun menurut cerita sebelum *ongo* (kakek) Gowin Bala ini mendiami tempat ini dia telah mendapati seorang yang bernama Nuba Laba Suban Wato Lake Belek yang dipercaya sebagai titisan *tuan rera wulan* (penguasa alam semesta) dan mereka hidup bersama dan saling membantu satu sama lain, namun tanpa disadari mereka berdua mendapat ancaman dari *beliwa* (pihak musuh) yang ingin menguasai *tanah eka* (daerah yang mereka tempati) itu. Dengan sekuat tenaga mereka mempertahankan *tanah eka*, maka terjadilah perang yang tidak bisa dihindari, mereka hanya berdua sulit dipercaya jika mereka memenangkan peperangan itu, namun sebuah peristiwa yang luar biasa terjadi. Disitu ada *nuba* (tumpukan batu-batu yang besarnya berukuran kurang lebih seperti buah kelapa) yang kemudian menjelma menjadi manusia dan membantu mereka. Setelah perang berakhir orang-orang tersebut kembali menjadi batu. Kemudian *tanah eka* tetap ditempati. Karena merasa mereka hanya berdua jadi mereka ingin berdamai dengan *beliwa* dan hidup berdamai sebagai *kaka ari* (bersaudara) dan membagi *tanah eka* (wilayah) tersebut

tetapi dengan persyaratan dibawah kekuasaan *ongo* (kakek) Gowin Bala. Dari situ mulailah terbentuk 12 suku yakni: 1)ue mawar, 2)lewolein, 3)niran suku, 4)maran, 5)tobi ebak, 6) uak tukan, 7)ritawolo, 8)lewowerang, 9) lewohoko, 10) kelepo wao, dan untuk kedua suku menjadi rahasia desa.

Berdasarkan uraian latar belakang diatas, maka penulis merasa tertarik untuk mengetahui apakah Desa Kenotan memenuhi persyaratan yang diamanatkan dalam Undang-Undang Nomor 6 Tahun 2014 untuk dialihkan statusnya menjadi desa adat. Oleh karena itu, penelitian ini diberi judul “Identifikasi Keterpenuhan Persyaratan-Persyaratan Untuk Perubahan Status Desa Menjadi Desa Adat (Studi Kasus di Desa Kenotan Kecamatan Adonara Tengah Kabupaten Flores Timur).

METODE

Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif, dengan pendekatan studi kasus. Sumber data penelitian yang dibutuhkan adalah:

- a) Sumber Data langsung (primer), Yaitu data yang diperoleh secara langsung dari sumbernya hasil observasi.
- b) Sumber Data tidak langsung (sekunder), Yaitu data yang digunakan sebagai alat penunjang dalam penelitian yang diperoleh secara tidak langsung dari sumbernya serta diperoleh melalui data yang telah diteliti dan dikumpulkan oleh pihak lain yang berkaitan dengan permasalahan penelitian ini.

Teknik penentuan informan dalam penelitian ini ditentukan secara *purposive* agar ditemukan informan yang benar-benar memahami adat istiadat dan budaya setempat Dengan teknik pengumpulan data menggunakan teknik wawancara, observasi dan studi dokumentasi.

HASIL PENELITIAN

Kesatuan Masyarakat Hukum Adat

Desa Kenotan Kecamatan Adonara Tengah Kabupaten Flores Timur, kesatuan masyarakat hukum adat lebih kepada nilai teritorial-genealogis yaitu masyarakat yang pertama kali terbentuk karena kesamaan penguasaan atas wilayah tertentu, kemudian kepemilikan selanjutnya berdasarkan garis keturunan anak laki-laki.

Terdapat 12 suku di Desa Kenotan yakni: 1)Ue Mawar, 2)Lewolein, 3)Niran Suku, 4)Maran, 5)Tobi Ebak, 6) Uak Tukan, 7)Ritawolo, 8)Lewowerang, 9)Lewohoko, 10) Kelepo Wao, dan untuk nama kedua suku menjadi rahasia desa. Hal ini dikarenakan, kedua suku tersebut menjadi jantung lewotana (kampung) kenotan. Karena waktu dulu sering terjadi perang di adonara tengah khususnya, dan kedua suku tersebut yang merupakan senjata untuk kemenangan desa kenotan. Dan alat untuk membantu desa yang lain ketika meminta bantuan di desa Kenotan.

Dalam proses pembagian tanah ulayat oleh Gowin Bala kepada 10 suku dilakukan melalui proses ritual adat sebagai tanda penyerahan secara sakral untuk kemudian dimanfaatkan oleh 10 suku yang ada dan dengan batas-batas tanah ulayat yang jelas sampai sekarang. Ritual adat pembagian tanah ulayat yaitu dengan 10 ekor babi (*wawe*) karena ada 10 suku, sirih pinang, tuak, arak dipersembahkan diatas *Nuba* (batu besar) yang dipercayakan sebagai orang yang telah membantu Gowin Bala dalam perang melawan *beliwa*. Pembagian tanah ulayat dengan batas-batas yang jelas dan batu besar sebagai patokannya.

Di desa Kenotan, kesatuan masyarakat hukum adat masih sangat kuat sampai saat ini adalah campuran dari kesatuan masyarakat hukum genealogis dan kesatuan masyarakat hukum teritorial. Masyarakat hukum genealogis-teritorial disebabkan timbulnya masyarakat yang masih terikat atas keturunan yang sama, memiliki tanah ulayat, lahir, mengusahakan hidup dan mati di tanah mereka. Warga desa Kenotan berasal dari dua keturunan yaitu dari leluhur Gowin Bala dan Beliswa (musuh), atau masih terikat oleh darah atau terikat oleh kekerabatan yang kuat karena hubungan kawin mawin. Bagi anggota marga yang terikat pertalian darah, walau tinggal di luar desa, ketika dilaksanakan upacara di dalam rumah adatnya/rumah asal, semua anggota turunan/suku dapat kembali berkumpul. Oleh karena itu, ritual adat merupakan moment yang tepat untuk mengetahui dari mana asal usul sampai pada leluhur. Untuk nilai genealogis, masyarakat desa Kenotan tersusun berdasarkan garis keturunan laki-laki (patrilineal), setiap anggota merasa dirinya sebagai keturunan dari seorang ayah asal. Dalam sisi perkawinan pun perempuan harus masuk dan tinggal di rumah laki-laki. Di desa Kenotan masyarakat hukum teritorial didasarkan pada persekutuan desa, suatu tempat kediaman bersama di dalam daerahnya sendiri yang masing-masing suku menempati daerah tanah ulayatnya termasuk beberapa persekutuan masyarakat yang berada disekitarnya yang tunduk pada perangkat adat yang berkediaman di pusat desa.

Pembagian dusun sebagai kesatuan masyarakat adat pada desa Kenotan didasarkan pada hamparan rumah tempat tinggal masyarakat dan anggotanya dari suku-suku yang ada dengan masing-masing warga memiliki *eke bleut* (tempat penyembahan) di dalam rumah mereka yang dibuat dari 4 tiang bambu yang harus bersentuhan langsung dengan tanah dan setiap upacara adat bisa dilaksanakan/diawali di dalam rumah tersebut. Sebagai lambang kesatuan masyarakat hukum adat, di desa Kenotan terdiri atas sepuluh suku, yaitu Suku Ue Mawar, Suku Lewolein, Suku Kelepo Wao, Niran Suku, Suku Maran, Suku Lewohoko, Suku Lewowerang, Suku Ritawolo, Suku Uak Tukan, Suku Tobi Ebak yang mana masing-masing suku ini menempati wilayah mereka masing-masing. Kehidupan antar suku saling terjaga satu sama lain dan merasa saling memiliki antar sesama dengan menjalani fungsi dan tugasnya masing-masing serta saling mendukung.

Dari hasil penelitian yang telah dilakukan oleh peneliti berkaitan dengan kepemilikan tanah ulayat di Desa Kenotan Kecamatan Adonara Tengah Kabupaten Flores Timur, ditemukan hasil bahwa tanah ulayat di Desa Kenotan Kecamatan Adonara Tengah Kabupaten Flores Timur sudah terbagi kedalam sepuluh suku pemiliknya, artinya ada sepuluh suku yang menguasai atas tanah ulayat tersebut, kesepuluh suku tersebut yaitu, Suku Ue Mawar, Suku Lewo Lein, Suku Kelepo Wao, Suku Niran Suku, Suku Maran, Suku Lewohoko, Suku Lewowerang, Suku Ritawolo, Suku Uak Tukan, Suku Tobi Ebak. Pembagian atas tanah ulayat ini sudah dari Nenek Moyang mereka sejak dahulu kala dan telah ada perjanjian adat yang mengikat. Kepemilikan tanah ulayat di Desa Kenotan ini juga terikat dengan aturan-aturan yang berlaku atau dengan kata lain disebut dengan hukum adat yang menegaskan bahwa tanah ulayat tersebut tidak boleh diperjual belikan kepada masyarakat pendatang, tapi tanah tersebut hanya bisa diwariskan secara turun-temurun dan juga dipergunakan untuk bercocok tanam dalam meningkatkan ekonomi masyarakat yang menguasai atas tanah ulayat tersebut.

Solidaritas Masyarakat Adat

- **Bentuk-Bentuk Ritual Adat**

Pada Desa Kenotan Kecamatan Adonara Tengah Kabupaten Flores Timur upacara adat atau ritual adat adalah suatu upacara yang dilakukan secara turun temurun sejak Nenek Moyang dulu. Daftar Ritual Adat Desa Kenotan :

➤ Ritual Perkawinan

Ritual perkawinan terdiri dari beberapa jenis yaitu, masuk minta, kawin lari, kecelakaan (hamil di luar nikah). Ketiga macam perkawinan ini sama ritual adatnya. Dimulai dari kesepakatan dari kedua belah pihak perempuan dan lakik-laki untuk menikahkan kedua anaknya.

➤ Ritual Kelahiran

Ritual kelahiran khusus masyarakat desa kenotan sudah jarang dilakukan oleh masyarakat. Hal itu disebabkan karena ritual kelahiran ini tidak diteruskan dengan baik dari generasi ke generasi.

➤ Ritual Kematian

Ada tiga jenis ritual kematian di desa kenotan yaitu, *Mate Melung* (gantungan diri), *Mate* (kematian wajar), *Puho Wuang* (melahirkan dan langsung meninggal). Untuk ritual *Mate*, tidak ada ritual yang khusus. Pada saat meninggal, di semayamkan seperti biasa dan langsung di kubur. Sedangkan proses ritual *Puho Wuang* dilakukan oleh dukun desa Kenotan yang tahu proses ritualnya.

➤ Ritual Pertanian

Mengenai ritual pertanian secara keseluruhan masyarakat desa kenotan tidak dilaksanakan lagi.

➤ Ritual Peternakan

Mengenai ritual peternakan secara keseluruhan masyarakat desa kenotan tidak dilaksanakan lagi.

Dari hasil penelitian diatas berkaitan dengan bentuk-bentuk ritual adat dalam solidaritas masyarakat adat di Desa Kenotan Kecamatan Adonara Tengah Kabupaten Flores Timur, ditemukan hasil bahwa bentuk-bentuk ritual adat yang dilakukan adalah berupa ritual kematian dan ritual perkawinan. Dalam ritual adat kematian, hanya keluarga dekat saja yaitu om kandung (*opu lake*) yang berhak memaku peti. Begitu halnya juga dengan ritual perkawinan, yang berhak dalam mengurus belis (gading) si perempuan adalah om kandung (*opu lake*) dari perempuan tersebut. Sedangkan untuk ritual kelahiran tidak lagi dijalankan oleh masyarakat desa kenotan. Begitu juga dengan ritual pertanian dan ritual peternakan yang secara khas keseluruhan masyarakat desa kenotan sudah tidak dilaksanakan. Dengan demikian maka dapat dikatakan bahwa bentuk-bentuk ritual adat di Desa Kenotan sebagiannya masih dijaga dengan baik dan dipertahankan sampai sekarang.

- Keterlibatan Masyarakat dalam Ritual Adat

Berkaitan dengan keterlibatan masyarakat dalam ritual adat di Desa Kenotan Kecamatan Adonara Tengah Kabupaten Flores Timur, ditemukan hasil bahwa keterlibatan masyarakat dalam mengikuti ritual adat berdasarkan hubungan kekeluargaan dekat, bertetangga (satu lingkup RT/RW) dan yang mendapat Rekadu (undangan secara lisan). Namun dalam hal memberikan bantuannya, masih dijalankan dengan baik oleh masyarakat. Masyarakat membantu dengan sukarela kepada pihak keluarga yang membutuhkan bantuannya baik berupa barang dan jasa. Dengan demikian maka dapat dikatakan bahwa keterlibatan masyarakat dalam ritual adat di Desa Kenotan masih cukup baik.

Pranata Pemerintahan Adat

- Pemahaman Warga Tentang Tugas Dan Fungsi Fungsionaris Adat.

Tentang pemahaman warga mengenai tugas dan fungsi fungsionaris adat pada Desa Kenotan Kecamatan Adonara Tengah Kabupaten Flores Timur ditemukan hasil bahwa pada umumnya pengetahuan atau pemahaman warga masyarakat Desa Kenotan mengenai tugas dan fungsi fungsionaris adat semuanya telah mengetahuinya karena telah diwariskan secara turun

temurun oleh nenek moyang. Dan juga pada saat upacara seremonial adat yang dilakukan oleh Tuan Tanah maka masyarakat akan melaksanakannya tanpa terkecuali dengan membawa serta hewan sebagai kurbannya. Hal itu sudah menjadi kewajiban masyarakat desa Kenotan. Hanya saja pemahaman ini belum semuanya diketahui oleh anak – anak sekarang karena mereka lebih banyak yang masa bodoh.

- **Kerelaan Mentaati Tugas dan Fungsi Fungsionaris Adat**

Tentang Kerelaan Mentaati Tugas dan Fungsi Fungsionaris Adat pada Desa Kenotan Kecamatan Adonara Tengah Kabupaten Flores Timur ditemukan hasil bahwa mengenai kerelaan mentaati tugas dan fungsi fungsionaris adat pada umumnya seluruh warga masyarakat pada Desa Kenotan sangat menjunjung tinggi nilai tersebut misalnya dalam upacara serimonial adat yaitu *Sogo Lewo* yaitu upacara adat terbesar untuk memberi makan nenek moyang yang biasa dilakukan 5 atau 10 tahun sekali. Bila Tuan Tanah telah memutuskan untuk melakukan upacara seremonial adat *Sogo Lewo* maka tanpa bertanya apapun setiap kepala suku harus wajib mengikuti apa yang diputuskan oleh Tuan Tanah. Setiap kepala suku juga sudah mengetahui akan tugas dan fungsinya pada saat *Sogo Lewo*. Selebihnya kepala suku memberitahukan kepada masyarakat sukunya untuk menyiapkan bahan persembahannya nanti. Biasanya yang dikurbankan adalah hewan seperti babi, kambing, sapi. Dan sampai sekarang tidak pernah ada masyarakat yang melanggar untuk tidak menaati upacara seremonial adat *Sogo Lewo* tersebut. Karena serimonial tersebut sudah dipercayakan secara turun temurun dari para leluhur atau Nenek Moyang dulu sampai sekarang.

Harta Kekayaan atau Benda Adat

Berkaitan tentang Harta Kekayaan atau Benda Adat diketahui bahwa tidak ada simbol-simbol yang membedakan satu suku dengan suku lainnya, dan juga tradisi dan tata cara adat untuk setiap suku-suku yang ada sama modelnya. Selain itu pada setiap suku mempunyai benda-benda adat seperti rumah adat, tempat persembahan (*eke bleut*), dan juga batu besar (*nuba*) tempat meletakkan persembahan saat upacara ritual adat *Sogo Lewo*. Benda-benda tersebut biasa terletak disekitar rumah besar dari tiap-tiap suku. Ragam budaya dan kesenian seperti upacara/ritual adat, tarian adat masih terjaga keasliannya.

Perangkat Norma Hukum Adat

- **Keberadaan dan Tingkat Pengetahuan Norma-Norma Hukum Adat.**

Berkaitan dengan indikator keberadaan dan tingkat pengetahuan norma-norma hukum adat di Desa Kenotan Kecamatan Adonara Tengah Kabupaten Flores Timur, terlihat hasil bahwa norma-norma hukum adat seperti upacara adat, tutur adat, dan belis masih terjaga keberadaannya. Hal ini dikarenakan semua urusan yang berkaitan dengan masyarakat desa harus dilaksanakan secara adat sehingga unsur-unsur adat tersebut masih tetap dijaga dan dijalankan sampai sekarang. Hanya saja untuk sumpah adat untuk penggunaanya sudah jarang dilakukan oleh masyarakat.

Analisis Keterpenuhan Persyaratan Untuk Perubahan Status Desa Menjadi Desa Adat

Untuk mengetahui apakah desa Kenotan memenuhi persyaratan untuk dialihkan statusnya menjadi desa adat, maka para informan dalam forum FGD, bersama-sama melakukan penilaian terhadap persyaratan-persyaratan tersebut di atas.

Data yang diperoleh peneliti menunjukkan bahwa total nilai yang diperoleh desa Kenotan adalah 112, dengan distribusi per fokus penelitian sebagai berikut:

1. Fokus A: Kesatuan Masyarakat Hukum adat. Terdapat 13 pertanyaan. Nilai terendah 13 dan tertinggi 39. Rentang Nilai 13-21 = Lemah, Nilai 22-30 = Sedang, Nilai 31-39 = Kuat. Nilai yang diperoleh adalah 33. Kesimpulan: *Kesatuan masyarakat adat desa Kenotan masih kuat.*
2. Fokus B : Solidaritas masyarakat adat. Terdapat 13 pertanyaan. Nilai terendah 13 dan tertinggi 39. Rentang Nilai 13-21 = Lemah, Nilai 22-30 = Sedang, Nilai 31-39 = Kuat. Nilai yang diperoleh adalah 25. Kesimpulan: *Solidaritas masyarakat adat desa Kenotan masih cukup kuat.*
3. Fokus C : Pranata pemerintahan adat. Terdapat 5 pertanyaan. Nilai terendah 5 dan tertinggi 15. Rentang Nilai 5-8 = Lemah, Nilai 9-12 = Sedang, Nilai 13-15 = Kuat. Nilai yang diperoleh adalah 12. Kesimpulan: *Pranata pemerintahan adat desa Kenotan masih cukup kuat.*
4. Fokus D : Perangkat norma hukum adat. Terdapat 9 pertanyaan. Nilai terendah 9 dan tertinggi 27. Rentang Nilai 9-15 = Lemah, Nilai 16-22 = Sedang, Nilai 23-27 = Kuat. Nilai yang diperoleh adalah 21. Kesimpulan: *Perangkat norma hukum adat desa Kenotan masih cukup kuat.*
5. Fokus E : Harta kekayaan intelektual dan benda adat. Terdapat 8 pertanyaan. Nilai terendah 8 dan tertinggi 24. Rentang Nilai 8-13 = Lemah, Nilai 14-19 = Sedang, Nilai 20-24 = Kuat. Nilai yang diperoleh adalah 21. Kesimpulan: *Harta kekayaan intelektual adat dan benda adat masyarakat adat desa Kenotan masih terpelihara dengan baik.*

Hasil penilaian terhadap semua unsur dari setiap fokus dijumlahkan dengan Nilai Terendah = 48; Nilai Tengah = 96; Nilai Tertinggi = 144, dengan sistem penilaian dan klasifikasi sebagai berikut.

Total nilai antara 48–80 = 1 (tidak layak menjadi desa adat)

Total nilai antara 81–112 = 2 (dapat dipersiapkan untuk menjadi desa adat)

Total nilai antara 113 - 144 = 3 (dapat diusulkan untuk menjadi desa adat).

Adapun total nilai yang diperoleh dari semua fokus penelitian adalah 112, dimana nilai tersebut berada dalam kisaran 81–112. Jika dilihat dengan baik bahwa pemenuhan desa Kenotan untuk dapat beralih status menjadi desa adat adalah selisih 1 angka saja. Hal ini dikarenakan sedikit menurunnya pada solidaritas masyarakat adat dan perangkat norma hukum adat seperti pemberlakuan sumpah adat di desa kenotan yang sudah jarang digunakan. Dengan demikian dapat dipastikan bahwa ***Desa Kenotan dapat dipersiapkan untuk menjadi desa adat.***

KESIMPULAN

Berdasarkan hasil analisis terhadap persyaratan-persyaratan diatas, dapat disimpulkan bahwa desa Kenotan memenuhi persyaratan untuk dipersiapkan menjadi desa adat. Karena, kesatuan masyarakat hukum adatnya yang masih kuat dan harta kekayaan intelektual dan benda adat yang masih kuat. Sedangkan untuk ketiga persyaratan lainnya dalam kisaran sedang atau cukup kuat, yaitu pertama, solidaritas masyarakat adat dalam hal ritual pertanian dan ritual peternakan sudah tidak dilaksanakan oleh masyarakat desa kenota,serta keterlibatan masyarakat dalam saling membantu masyarakat lain bahwa tidak secara keseluruhan masyarakat, hanya sebagian masyarakat saja. Kedua, pranata pemerintahan adat yang masih cukup kuat, karena hanya selisih 1 angka saja yang disebabkan karena masyarakat tidak mempunyai alasan yang tepat tentang perlunya revitalisasi dan refungsionalisasi pranata adat serta pemahaman tentang pranata pemerintahan adat yang belum semuanya diketahui dengan baik oleh anak-anak sekarang karena tidak ada keinginan untuk mencari tahu serta masa bodoh. Ketiga, perangkat norma hukum adat yaitu sumpah adat yang kian mulai memudar

dan jarang digunakan oleh masyarakat dalam penyelesaian konflik tanah adat. Masyarakat lebih meminta bantuan kepada pemerintah desa untuk menyelesaikan sengketa tanah adat.

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PENGEMBANGAN SUMBER DAYA MANUSIA PENDIDIK DI UNIVERSITAS DILI (SEBUAH STUDI KEBIJAKAN REKTOR)

Horacio Da Costa Guterres Cabral

Program Studi Ilmu Administrasi Publik, Pascasarjana Undana Kupang

ABSTRAK

Sumber-daya manusia yang ada di perguruan tinggi tersebut yaitu Rektor, dosen mahasiswa, pegawai tata usaha, dan tenaga pendidikan lainnya. Selain itu harus didukung pula oleh sarana dan prasarana yang memadai (Riduwan, 2009: 355). Pembangunan sumber daya manusia, melalui pendidikan menjadi salah satu sektor kunci yang menjadi perhatian dalam aspek kualitas hidup manusia di samping sektor yang lain. Universitas Dili mayoritas masih lulusan strata S1 dan S2. Belum terteranya sistem Informasi Manajemen (SIM) fakultas yang berbasis elektronik, karena terbatasnya kualitas sumber daya manusia (SDM). Belum optimalnya pelayanan administrasi terhadap mahasiswa dan belum adanya database kerja sama antara jurusan.

Sumber Daya Manusia adalah daya yang bersumber dari manusia dan harus dibangun atau dikembangkan (Buchari Zainun, 1989: 92). Unsur terpenting di antara sumber daya lainnya dalam suatu organisasi baik dalam organisasi pemerintah maupun swasta, adalah manusia karena berperan sebagai penggerak utama dalam menjalankan roda organisasi serta dalam segala aspeknya manusia memegang peranan yang sangat menentukan.

Pertimbangan untuk menggunakan metode kualitatif deskriptif pada penelitian ini adalah: Metode ini sesuai dengan penelitian yang ingin diperoleh yaitu untuk memperoleh deskripsi tentang kebijakan pengembangan SDM pendidik di Universitas Dili sesuai dengan peraturan akademik yang berlaku. Metode ini juga dapat memberikan deskripsi mengenai faktor-faktor yang berpengaruh terhadap pengembangan SDM pendidik di Universitas Dili.

Universitas mengkordinasi program pengelolaan dan pengembangan serta peningkatan kualitas pendidikan dan pembelajaran secara transparan dan akuntabel. Universitas harus mengembangkan dan meningkatkan manajemen, mutu dan metode pembelajaran yang mengarah pada pencapaian kompetensi lulusan. Pengembangan program pendidikan di Undil mencakup program profesi (D3), tetapi penekanan pengembangan lebih diarahkan pada jenjang studi strata 1 (S1), kemudian untuk strata 2 dan 3 pada masa yang akan datang. Universitas melaksanakan identifikasi, pemetaan ulang, evaluasi diri, dari pengayaan profesi institusi melalui tahapan yang disusun secara sistematis dan berkesinambungan dengan mempertimbangkan kemampuan dan daya saing masing-masing unit untuk mencapai standar yang lebih tinggi.

Kata Kunci: *Pengembangan, Sumber Daya Manusia, Pendidik*

PENGANTAR

Universitas merupakan salah satu organisasi pendidikan yang dapat dikatakan sebagai wadah untuk mencapai tujuan pembangunan nasional. Keberhasilan tujuan pendidikan di universitas tergantung pada sumber-daya manusia yang ada di perguruan tinggi tersebut yaitu Rektor, dosen mahasiswa, pegawai tata usaha, dan tenaga pendidikan lainnya,

Universitas Dili berkedudukan di Dili, ibu kota Negara Republik Demokrat Timor Leste (NRDTL), didirikan pada tanggal 20 Mei 2002, merupakan transformasi dari Sekolah Tinggi Ilmu Ekonomi (STIE) yang telah didirikan pada tahun 1998. Setelah referendum/ jajak pendapat pada tahun 1999 nama institusi pendidikan perguruan tinggi ini pun diubah dan diterjemahkan ke dalam bahasa Portugis menjadi Instituto Superior Economia Gestao (ISEG).

Pihak Universitas Dili menyadari bahwa lembaga ini merupakan salah satu pendukung utama pembangunan nasional RDTL di segala bidang pembangunan Negara khususnya pembangunan sumber daya manusia melalui program pendidikan tinggi. Universitas Dili (UNDIL) memiliki profil akademik, independen, kerja sama dan peduli pada kesenjangan sosial dan ekonomi dengan berpegang pada moto “ kampus perjuangan dan pengabdian”

Dari hasil penelitian awal di Universitas Dili masih ditemukan beberapa permasalahan antara lain: Pada bulan April 2006 ketika terjadi krisis politik dan militer di Timor Leste mempengaruhi aktivitas Universitas Dili. Konsekuensi dari krisis tersebut universitas menjadi korban di mana semua fasilitas, raib oleh orang-orang yang tak dikenal, dokumen-dokumen penting hilang total. Krisis politik yang terjadi pada tahun 2006 mengurangi SDM, bagi Universitas Dili, dan juga mengurangi kualitas pendidikan di Universitas Dili.

Dari penelitian pendahuluan dari ketua SDM dari Universitas Dili Sr. Abel Belo sudah penelitian tentang SDM di Undil, di situs info@undiltlwwwgmail.com, Sr. Abel Belo salah satu pemimpin yang juga berwewenang untuk mengembangkan SDM di Universitas Dili.

Kredibilitas telah dilalui dan UNDIL mendapatkan pengakuan dari dan Kebudayaan pada tanggal 31 Juli 2008 dengan status akreditasi percobaan, UNDIL menyadari dan menerima hasil tersebut sebagai langkah awal dan tonggak perjuangan untuk menjadikan UNDIL, sebagai Universitas yang berkualitas berpedoman pada visi, misi dan tujuannya.

Staf Dosen tetap yang mengajar di Universitas Dili mayoritas masih lulusan strata S1 dan S2. Belum terteranya sistem Informasi Manajemen (SIM) fakultas yang berbasis elektronik, karena terbatasnya kualitas sumber daya manusia (SDM). Belum optimalnya pelayanan administrasi terhadap mahasiswa dan belum adanya database kerjasama antara jurusan.

Pemberdayaan SDM sebanyak itu tentunya perlu dilakukan adanya aturan dalam melaksanakan pembangunan dalam bentuk kebijakan sehingga dengan kebijakan yang dikeluarkan oleh pemerintah diharapkan SDM yang tersedia sebagai modal dasar dapat terkendali untuk mencapai keberhasilan pembangunan. *(Oleh: Dr. Bovie Kawulusan., M.Si) wwwilmiahtesisblogspot.*

Kebijakan kualitas pengembangan Sumber Daya Manusia di Undil semuanya dilakukan sesuai dengan keputusan dari hasil rapat senat. Saya akui bahwa kualitas pengembangan sumber daya manusia di Universitas Dili belum memenuhi standar, oleh karena itu kami selalu berusaha untuk meningkatkan kualitas sumber daya manusia, untuk mengelola sistem administrasi yang cukup untuk memenuhi kebutuhan para mahasiswa setiap tahun terutama mengirim para dosen yang ada untuk melanjutkan pendidikan pada level yang lebih tinggi guna untuk meningkatkan hasil lulusan dari Undil. Selain itu Undil juga akan mengembangkan dosen melalui penataran, latihan, studi banding, penelitian, seminar-seminar, diskusi-diskusi ilmiah, dan bimbingan terhadap dosen junior oleh dosen senior.

MANAJEMEN SUMBER DAYA MANUSIA

Sumber Daya Manusia adalah daya yang bersumber dari manusia dan harus dibangun atau dikembangkan (Buchari Zainun, 1989: 92). Unsur terpenting di antara sumber daya lainnya dalam suatu organisasi baik dalam organisasi pemerintah maupun swasta, adalah manusia karena berperan sebagai penggerak utama dalam menjalankan roda organisasi serta dalam segala aspeknya manusia memegang peranan yang sangat menentukan. Guna mewujudkan

apa yang diinginkan oleh suatu instansi maka diperlukan alat untuk mengelola serta mengukur manusia tersebut yaitu manajemen yang sering disebut sebagai Manajemen Sumber Daya Manusia (MSDM) atau sering juga Manajemen Personalia.

Menurut Siagian (1995: 47) mengatakan bahwa: manajemen sumber daya manusia adalah seni dan ilmu perencanaan, pengorganisasian, penyusunan, pengarahan dan pengawasan dari sumber daya yang telah ditetapkan. Sedangkan menurut Handoko (2001: 138) menjabarkan pengertian manajemen sumberdaya manusia adalah penarikan, seleksi, penempatan, pengembangan, penggunaan dan pemeliharaan sumber daya manusia untuk mencapai tujuan, baik tujuan individu maupun tujuan organisasi.

Dari penjelasan di atas, dapat disimpulkan bahwa manajemen sumber daya manusia adalah manajemen yang berhubungan dengan manusia, baik sebagai perorangan maupun sebagai kelompok yang ikut berperan dalam kegiatan suatu organisasi. Atau dapat dikatakan bahwa manajemen sumber daya manusia menitik beratkan pada cara-cara mengukur pegawai seperti pengadaan tenaga kerja, seleksi, pengembangan, pemeliharaan dan penggunaan sumber daya manusia. Manajemen kepegawaian dan sumber daya manusia sangat penting bagi organisasi dalam rangka mengelola, mengatur dan memanfaatkan pegawai sehingga dapat meningkatkan kinerja untuk tercapainya tujuan organisasi.

METODOLOGI

Jenis penelitian yang digunakan adalah deskriptif kualitatif. Penelitian deskriptif adalah penelitian yang usaha menggambarkan atau menguraikan “apa adanya” tentang suatu variabel, gejala atau keadaan (Nawawi, 2001). Penelitian deskriptif merupakan penelitian yang mencoba memberikan interpretasi secara mendalam terhadap temuan-temuan lapangan berdasarkan fakta-fakta sosial yang sebenarnya. Bodgan dan Taylor memberikan pengertian tentang teknik penelitian kualitatif sebagai prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata atau lisan dari orang-orang dan perilaku yang dapat diamati (dalam Basrowi dan Suwandi, 2008: 21).

Menurut Kirk dan Miller mendefinisikan bahwa penelitian kualitatif adalah tradisi tertentu dalam ilmu pengetahuan sosial yang secara fundamental bergantung pada pengamatan pada manusia dalam kawasannya sendiri dan berhubungan dengan orang-orang tersebut dalam bahasanya dan dalam peristilahannya, (dalam Basrowi dan Suwandi, 2008: 21).

1. Metode ini sesuai dengan penelitian yang ingin diperoleh yaitu untuk memperoleh deskripsi tentang kebijakan pengembangan SDM pendidik di Universitas Dili sesuai dengan peraturan akademik yang berlaku.
2. Metode ini juga dapat memberikan deskripsi mengenai faktor-faktor yang berpengaruh terhadap pengembangan SDM pendidik di Universitas Dili

PEMBAHASAN

Pengembangan (development) sumber daya manusia adalah untuk meningkatkan profesionalisme, kemampuan, ketrampilan pada staf karyawan dalam suatu organisasi baik itu organisasi pemerintah maupun organisasi non pemerintah untuk melaksanakan kegiatan yang efisien dan efektif sehingga mencapai visi, misi dan tujuan organisasi.

Kuantitas/Frekuensi Pengembangan Sumber Daya Manusia di Undil

Untuk mengetahui kuantitas pengembangan sumber daya manusia pendidik di Undil dapat dilihat dari hasil wawancara pembantu rektor II sebagai berikut: Pihak Universitas telah

mengirim dua tahap staf dosen untuk melanjutkan pendidikan program S2 dan S3. Dan untuk lebih jelasnya lihat pada tabel 1 dan 2 di bawah ini.

Tabel 1. Pengiriman Untuk Tahap Pertama Program S2 Tahun Akademik 2007-2009

No	Nama	Dari Fakutas	Kuliah di Universitas
1	Estevao X. Belo, SE. MM.	Ekonomi	Univ. Gajayana Malang
2	Jose Agustino Belo, Sip.MM	ISH	Univ. Gajayana Malang
3	Antonio C. C. Machado, SPd.MM	FKIP	Univ. Gajayana Malang
4	Yulita Meledai, SE.MM	Ekonomi	Univ. Udayana Bali
5	Dra. Sudarmin, M.Acc.	Ekonomi	UGM

Sumber: Bagian Akademik Undil tahun 2012

Tabel 2. Pengiriman Tahap Kedua Program S2 Dan S3
Untuk Tahun Akademik 2009/2010

No	Nama	Fakultas	Program Studi	Kuliah di Universitas
1.	Crispinn da C. Pereira, SE	Ekonomi	M. SP (S2)	UNS Solo, Indonesia
2.	Ivo Da Costa S.T. Ling	FKM	M. Kes./S2	UGM, Indonesia
3.	Cosme Alberto, Sip	ISH	M.Fisip./S2	UGM, Indonesia
4.	AlaricoT. Mendonca, SH	Hukum	M. Hukum/S2	UNDANA Kupang Indonesia
5.	Antonio C. Cabral, SPd.	FKIP	M. Matika/S2	Unv.Brawijaya Malang Indonesia
6.	Carlus T. Buavid, M.Kes.	FKM	DoktorKes./S3	Nova Lisboa Portugal
7	Edegar C. Savio, SE. MA	ISH	Doktor/S3	Leiden University Netherlandas

Sumber: Bagian Akademik Undil tahun 2012. (sumber: wawancara dengan wakil Rektor I Francisco M. da Silva LCG.MBA. Tanggal 07 Oktober 2019 di ruang kerja kampus Undil).

Tabel 3. Pengiriman Tahap Ketiga Program S2 Untuk Tahun Akademik 2014-2017

No	Nama	Dari Fakutas	Kuliah di Universitas
1	Hugo Lourenco da Costa	ISH	UNDANA Kupang
2	Xisto Gonxalve	ISH	UNDANA Kupang
3	Cesaltina Angela Soares	ISH	UNDANA Kupang
4	Imakulada Soares Cabral	ISH	Aveiro Portugal
5	Paulino F. Guterres,. S.Pd., M.Pd	FKIP	UNDANA Kupang
6	Antoneta Kuara, Dip., L.Ed	FKIP	UNDANA Kupang
7	Emilia dos Santos , S.Pd., M.Pd	FKIP	UNDANA Kupang

Namun saat ini pihak Universitas sedang berusaha untuk memperbaiki kualitas staf pengajar dengan cara mengirim beberapa Dosen untuk melanjutkan program S2 dan S3, guna untuk meningkatkan kemampuan individual mereka yang akan dimanfaatkan oleh Undil untuk meningkatkan menghasilkan lulusan dari Universitas Dili yang berkualitas dan berkompetisi di pasar. Tentang kualitas/mutu pengembangan sumber daya manusia di Universitas Dili, Rektor Universitas Dili menyampaikan sebagai berikut:

Kebijakan kualitas pengembangan Sumber Daya Manusia di Undil semuanya dilakukan sesuai dengan keputusan dari hasil rapat senat., oleh karena itu kami selalu berusaha untuk meningkatkan kualitas sumber daya manusia, untuk mengelola sistem administrasi yang cukup untuk memenuhi kebutuhan para mahasiswa setiap tahun terutama mengirim para dosen yang ada untuk melanjutkan pendidikan pada level yang lebih tinggi guna untuk meningkatkan hasil lulusan dari Undil. Selain itu Undil juga akan mengembangkan dosen melalui penyetaraan, latihan, studi banding, penelitian, seminar-seminar, diskusi-diskusi ilmiah, dan bimbingan terhadap dosen junior oleh dosen senior. Dan bimbingan terhadap dosen junior yang ada di Undil ditangani oleh dosen-dosen yang berpengalaman dari Universitas Nusa Cendana, dan UNIK kupang.

(Sumber: wawancara dengan Dr. Jose Agostinho da Costa Pereira Belo tanggal 07 Oktober 2019 di ruang kerja kampus Undil).

Menurut Pembantu Rektor I Universitas Dili yang mengatakan bahwa: “Kualitas SDM kita saat ini belum memadai, akan tetapi dalam 3 tahun terakhir ini Universitas Dili sudah mulai melakukan perbaikan kualitasnya dengan mengirimkan beberapa dosen untuk melanjutkan pendidikan S2 dan S3. (Sumber : Wawancara dengan Francisco M. da Silva LCG., MBA tanggal 07 Oktober 2019 di kampus Universitas Dili).

KESIMPULAN

Dari hasil penelitian dan analisis yang dilakukan bertahap data primer dan sekunder yang diperoleh dari informan untuk menjawab permasalahan yang berkaitan dengan bagaimana manajemen pengembangan Sumber Daya Manusia pendidik di Universitas Dili dan Faktor-faktor apa yang mempengaruhi pengembangan SDM pendidik di Universitas Dili Timor-Leste, maka dapat disimpulkan bahwa untuk meningkatkan pengembangan Sumber Daya Manusia semuanya dapat dilakukan sesuai dengan keputusan yang ditetapkan oleh senat berdasarkan hasil rapat senat.

Universitas Dili, di masa yang akan datang berdasarkan kebijakan jangka pendek, jangka menengah dan jangka panjang yang telah ditetapkan oleh Universitas berdasarkan keputusan senat. Selain itu juga pihak Universitas Dili melakukan kerja sama dengan Universitas Undana Kupang dan Universitas Katolik Kupang untuk melakukan pelatihan-pelatihan terhadap para dosen-dosen senior dan maupun dosen junior untuk meningkatkan kemampuan individual sehingga mereka bisa melakukan kegiatan perkuliahan dengan baik berdasarkan kebutuhan para mahasiswa. Selain itu melakukan pembenahan sistem administrasi di Universitas untuk mendukung kegiatan perkuliahan.

Berdasarkan kesimpulan tentang Pengembangan Sumber Daya Manusia Pendidik di Universitas Dili, maka peneliti mencoba untuk memberikan saran sebagai berikut:

1. Universitas Dili harus berusaha terus-menerus untuk mencari dana dari donator, untuk membiaya dosen-dosen yang melanjutkan program Strata S2 dan S3 bantuan dari pemerintah dan SPP mahasiswa karena dana milik Universitas Dili sangat terbatas sehingga mencari donatur adalah solusi yang harus dilakukan Universitas Dili dalam pengembangan Sumber daya manusia di Universitas Dili.
2. Dana yang diperoleh harus dialokasikan sesuai dengan kebutuhan yang ada sehingga bisa mendukung manajemen pengembangan sumber daya manusia pendidik di Universitas Dili dari tahun ke tahun.

3. Penempatan Dosen untuk mengajar berbagai mata kuliah dan karyawan di Universitas harus sesuai dengan jurusan pendidikannya, sehingga dalam melakukan tugas dan pekerjaannya tidak menghadapi kesulitan.
4. Untuk meningkatkan sumber daya manusia pendidik di Universitas Dili maka para dosen yang mengajar harus memberikan kuliah kepada mahasiswa dengan metode dan bahasa yang mempermudah mahasiswa untuk memahami kuliah yang diberikannya, bukan untuk mempersulit mahasiswa dalam memahami kuliah yang diberikannya.
5. Staf karyawan yang bekerja di Universitas Dili, harus mempermudah proses pelayanan administrasi yang baik kepada mahasiswa.
6. Pengiriman dosen S1 untuk melanjutkan program S2 dan S3 harus merata untuk semua fakultas yang ada di Universitas Dili.
7. Setiap fakultas harus menyediakan buku referensi di perpustakaan untuk menunjang kebutuhan-kebutuhan mahasiswa dalam kegiatan perkuliahan.
8. Kegiatan seminar, diskusi kelompok harus dilakukan secara berkala bagi dosen maupun mahasiswa.
9. Pusat laboratorium komputer dan internet seharusnya disediakan dan dilengkapi dengan sarana mutakhir agar dosen dan mahasiswa bisa mengakses informasi dari dunia luar.

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